International Virtual Exchange Conference

14–16 September

2020

Hosted online by

Newcastle University

IVEC

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About the conference

The International Virtual Exchange Conference (IVEC) is the largest and most prominent international event on virtual exchange, providing a forum for an audience of deans, directors, faculty, instructional designers, administrators, and professionals from institutions around the world interested in technology, international education, and new pedagogies.

IVEC 2020 features 76 presentations, 10 posters, 16 workshops, 11 symposia, 2 keynote speakers, and a panel discussion. There are also 14 networking, virtual exchange partnering and socials sessions, as well as 18 live sessions organised for delegates to meet the pre-recorded session presenters. There are 325 speakers from 30 different countries from 20 different time zones.

Virtual exchange (also known as Collaborative Online International Learning (COIL), Globally Networked Learning, or Telecollaboration) extends authentic opportunities for intercultural and transnational learning to students within the curriculum of college and university classrooms. Through co-developed and co-taught modules, virtual exchange supports the development of 21st-century workforce skills and provides opportunities for applied learning experiences.

IVEC 2020 is hosted online by Newcastle University and is supported by the State University of New York (SUNY) COIL Center, DePaul University, UNICollaboration, Drexel University, University of Washington Bothell, East Carolina University, Durban University of Technology, Universidad de Monterrey, and Federal University of Pernambuco. The supporting institutions each bring with them many years of experience developing, teaching, and researching virtual exchange.

Newcastle University is a world-class university with a strong international community and reputation, hosting students from more than 120 different countries and staff from more than 80 countries. Newcastle University exists for the public benefit to advance education, learning and research. It aims to work collaboratively with many external partners to shape brighter futures, grow the economy and champion social justice.

Newcastle University is committed to reducing its environmental impact with a commitment to reducing the University's environmental impact. Through research and education, it aims to develop transformative solutions to the sustainability challenges facing the natural world and the human societies which rely on it. In 2020, Newcastle University was ranked 11th in the world for its impact on society and leadership in sustainable development.

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The IVEC 2020 Organising Committee would like to recognise the reviewers of submitted proposals. Each proposal was blind peer-reviewed by at least two reviewers. This conference could not function without the academic service of these scholars, and we would like to thank them warmly for their contributions.

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Keynote Speakers

Dr. Mirjam Hauck, *Open University*

Dr. Mirjam Hauck is Associate Head for Internationalisation, Equality, Diversity and Inclusion in the School of Languages and Applied Linguistics at the Open University/UK and a Senior Fellow of the UK's Higher Education Academy. She has written numerous articles and book chapters on the use of technologies for the learning and teaching of languages and cultures, in virtual exchange contexts in particular. Her work covers aspects such as learner and teacher autonomy, intercultural communicative competence and critical digital literacy. She presents regularly at conferences, seminars and workshops worldwide. She is the President of the European Association for Computer Assisted Language.

Towards global fairness in the digital space through VE

Virtual Exchange (VE) has been hailed by many as the solution to internationalisation at home (IaH), that is "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (Beelen & Jones, 2015). This trend has been reinforced by a growing number of educators who express concerns about sustainability and the environmental impact of international mobility and call for other – more climate neutral – forms of mobility and exchange (e.g. de Wit & Altbach, 2020). In addition, the current pandemic has added its own weight to the argument in favour of VE. While I wholeheartedly subscribe to all facets of the argument, I will draw attention to some of the challenges associated with embedding VE across the curriculum and thus with its institutionalisation.

These challenges, the fact that VEs are not exempt from the creation of unequal power dynamics found in more traditional classrooms to start with, remain – as of yet – under-acknowledged and therefore also under-explored by research. My recent work (Hauck, 2019) and Helm (2019) are among the few exceptions in this respect. Helm (2019) reminds us that the knowledges which are made relevant in VEs and the terms under which the exchanges take place, can be influenced by an array of factors: the partners' academic positions, their linguistic competence, access to and experience in the use of technology, institutional constraints, gender, race, and geo-political issues.

These constitute challenges that need to be addressed, if we want to avoid the risk of reproducing uneven global power relations and representations in VE-based IaH.

Issues related to power, how it operates in the digital spaces which form the backdrop to VE, and how it

shapes ways of thinking and doing that perpetuate social and cultural inequalities both on- and offline, need to be brought to the fore in the exchanges and in VE-based scholarly work.

I will propose concepts such as brave space, criticality digital literacy, epistemological humility, othering and belonging, and radical hope to inform a way forward with institutionalised VE that not only addresses the aforementioned risks, but may also advance institutional objectives for equity and inclusion. Beyond helping us create global fairness in the digital space this approach also speaks to a much needed social justice agenda in higher education institutions around the world.

Prof. Thérèse Laferrière, *Université Laval*
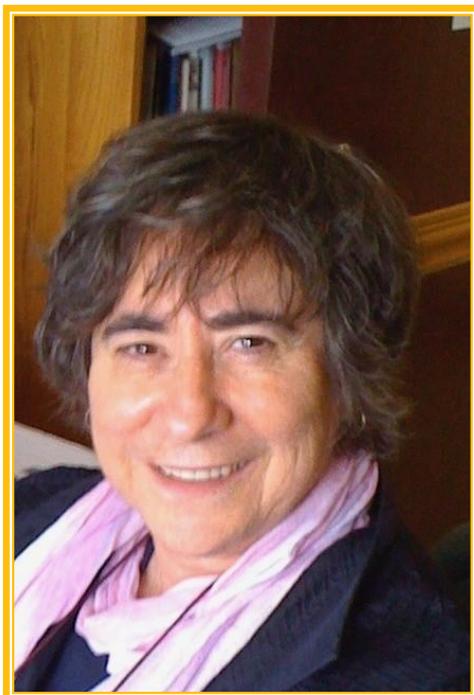
Thérèse Laferrière is full professor of pedagogy at Laval University. She has conducted a number of design research projects, including ones related to the Networked Remote School initiative, network-enabled communities of practice, and knowledge building communities. She is the lead researcher of a large network on school attendance and academic achievement named PERISCOPE funded by the Quebec main research funding agency (FRQ_SC).

She was the leader of the research theme "Educating the Educators" within the TeleLearning Network of Centres of Excellence (NCE Canada, 1995-2002), and an associate researcher with the Centre francophone d'informatisation des organisations (CEFRIO), a knowledge transfer organization dedicated to the use of digital tools in organizations. Her research activities focus on networked learning environments and especially teacher-student interactions and peer interactions as Internet-enabled classrooms become reality in elementary and secondary schools as well as in faculties of education and post-secondary education in general. She is an associate researcher at the Institute for Knowledge Innovation and Technology (IKIT) at OISE/UT.

She was the director of CRIRES (2009-2018), a multiuniversity research center on successfull schooling. Previously, she served as Dean of Education at Laval University (1987-1995).

She was president of the Canadian Association for Teacher Education (CATE/CSSE), and president of the Canadian Education Association (2001-2002). She was also President of the Association francophone des doyennes et doyens, directeurs et directrices d'éducation du Canada, and, later, the coordinator of CATE SIG Technology and Teacher Education.

She organized EDusummIT2019, an international event (on invitation only) held September 29th - October 2nd in Quebec City.

Telecollaboration: Telos, Tools, Roles, and Rules

As I began exploring what Unicollaboration Association was about, I was quite pleased to find out that one of its goals is to sustain and develop telecollaboration and virtual exchange through reflexive practice and research. These words have been "music to my eyes" given that since the mid-nineties I have been interested in the use of the Internet for providing new opportunities for human interaction, especially regarding teacher learning. As a teacher of group dynamics in the classroom this is the affordance that interested me the most when I began using digital technology in my teaching and researching on the value-added of ICT integration in formal educational settings.

I thought that the best I can offer during the hour we will have together is to dig with you into two of the three ICT-related teacher competencies put forward by UNESCO (2011), namely deep understanding and knowledge creation. As you know, both of these competencies require human interaction aiming at specific learning or knowledge-building goals. When such goals grow out of authentic situations or address real interests or problems, student engagement tend to increase. With the Covid-19 virus being around, student engagement is getting even more challenging to foster at all levels of schooling and let alone the numerous

equity issues that arise.

I will briefly present a number of projects that I co-designed, including some conducted in rural areas as well as ones of international scope. They rest on learning science principles and concepts. In my practice, including some research projects, I usually combine synchronous and asynchronous communication onsite and online, and always add an electronic forum so that there are written traces for further analysis, and collective knowledge production. I hope that my own sharing will encourage you to do the same as we engage into dialogue in the second part of our time together.

Panel

Moderator

Eva Haug, *Amsterdam University of Applied Sciences*
Eva Haug is the Internationalisation- and COIL coordinator at the Faculty of Business and Economics, Amsterdam UAS. The focus of the Business School is on Internationalisation at Home (IaH), which includes COIL as a tool to facilitate cross cultural learning. Eva is an associate member of the Expert Community IaH of the EAIE. As senior lecturer Intercultural Competence she trains students and lecturers to work in multicultural and virtual teams. She has been teaching university students for over 20 years and has 7 years of COIL experience. In that capacity she has worked with partners in all over the globe.

Panellists

Anita Patankar, *Symbiosis International University*
Anita Patankar is Director of the Symbiosis School for Liberal Arts and has been involved in the field of education for over 35 years. Since setting up India's first 4-year liberal arts program, she has focused on developing faculty competencies for inclusive, democratic and innovative learning processes, and the nurturing of a deep acceptance among all stakeholders of the long term benefits of internationalization of higher education. At present she serves on the board of trustees of ECONET an NGO dedicated to the welfare of tribal and disadvantaged populations, is the Deputy Director of the Symbiosis Centre for International Education, and is a founding member of the Alliance of Asian Liberal Arts Universities.

Maha Bali, *American University in Cairo*
Maha Bali is an Associate Professor of Practice at the Center for Learning and Teaching at the American University in Cairo. She is an open and connected educator, with research and teaching interests in open education, critical digital pedagogy and intercultural learning. She is the co-founder of Virtually Connecting, and an editor at the journal Hybrid Pedagogy.
She has blogged for the Chronicle of Higher Education's Prof Hacker, DMLCentral blogs and Al-Fanar media. She also has her own blog http://blog.mahabali.me and Tweets at @bali_maha

Paulo Goes, *Federal University of Pernambuco*
Paulo Goes is Associate Professor, Department of Clinical and Preventive Dentistry at the Federal University of Pernambuco, Brazil. He has an MSc on odontopediatry (UFPE) and PhD in Epidemiology and Public Health from University of London. Paulo Goes was Vice-Provost for Undergraduate Studies at the Federal Uiversity of Pernambuco (2015-2019). Together with the Vice-Provost for International Affairs, he coordinated the Collaborative Online International Learning initiative at UFPE.

COVID-19 Impacts on Virtual Exchange around the World

The COVID-19 pandemic has simultaneously created both opportunities and challenges for the emerging field of virtual exchange: On one hand, institutional administrators and funding organizations see virtual exchange as the solution to global learning needs while physical travel is restricted and traditional mobility programs are suspended. On the other hand, instructors feel overwhelmed by transitioning all of their teaching online, and without physical access to their educational institutions, many students and instructors lack reliable internet connections or safe places to engage in learning, not to mention the financial burdens of the pandemic.

This moderated panel discussion invites diverse perspectives to explore the impacts of the pandemic on virtual exchange in various contexts around the world. Central to the discussion will be issues of equity and inclusion/ justice: Is virtual exchange truly a more accessible and equitable form of global learning, as it is often promoted to be?

Discussion Questions:
1. How is Virtual Exchange a solution to global learning during COVID-19?
2. What have been the 2-3 most relevant impacts of the pandemic on virtual exchange activity at your institution/ in your country/ region of the world?
3. What are the major obstacles that prevent access to VE for your institution? students? Instructors?
4. How can we as a field of practitioners maintain and sustain the current momentum and interest in VE in a post-COVID-19 world?
5. What opportunities for expanding VE do you anticipate at your institution/ in your country/ region of the world?
6. If an institution is in a position of power or privilege, how can they create space in VE for institutions that are less represented?

Innovative Pedagogy and Practice through VE	Virtual Exchange and Global Impact	Evaluating the impact of VE through research	Student voices

Finding the Perfect Pair: Strategies for finding, building and maintaining strong partnerships in COIL collaborations

Format: Presentation

Authors

Mary Lou Forward, *SUNY COIL Center*

Veronica Rodriguez, *Universidad Veracruzana*

Chilton Reynolds, *SUNY Oneonta*

Successful COIL collaborations start with successful pairings between instructors. Finding, building and maintaining a successful partnership is part art, part science. Pairings that work well can last for years, allowing professors to develop a strong relationship that can support other aspects of their academic careers. Pairings that don't work can cause COIL courses to fall apart before they are fully launched.

This session will examine common questions about partnership development for COIL, such as: How do you find a good partner?
What do you do to make partnerships work?
How do you know when it's time to move on to another partnership? What are the challenges and the rewards of building a COIL partnership? How can institutions support strong COIL partnerships? Strategies, tips and tools will be shared by seasoned COILers aimed at partnership issues for individual instructors as well as institutions using COIL as part of their internationalization strategy.

COIL Coordinators from Universidad Veracruzana and SUNY Oneonta will talk about the ways they help professors find and develop productive partnerships. The SUNY COIL Center will talk about the tools they have developed and use to help faculty find appropriate partners and the support available for professors to create and maintain a strong partnership over time.

"What if doing virtual exchange impacts my teaching evaluations?" – facing faculty concerns with data

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors
Rositsa Leon, *DePaul University*
GianMario Besana, *DePaul University*

In many institutions, student evaluation of teaching (SET) is an important component of the evaluation of teaching effectiveness. In US-based institutions in particular, SET plays a significant role in a full time faculty member's career progression toward tenure and promotion and in determining a part-time faculty member's chances of reappointment. This is certainly true at DePaul University, a private institution in the USA, where STEs are conducted in every course at the end of every term, using a variety of instruments, all of which share a small number of university-wide questions.
An institution-wide virtual exchange initiative, the Global Learning Experience (GLE), was launched at DePaul in 2013. As GLE grew in scope and penetration across the 10 Colleges and Schools, faculty started to anecdotally report impact of the implementation of GLE projects on their overall teaching evaluations. The reported perception is that the complexity of the implementation of a GLE project, and the many factors that often, beyond the instructor complete control, can affect the success of the virtual exchange experience end up impacting the students' perception of the effectiveness of the entire class . This presentation will report results of a study involving a number of courses that have been taught regularly since Fall 2014 with or without a GLE component, considering STE averages specifically for individual instructors who have taught the class with and without a GLE component. Participants will have the opportunity to see concrete data that reveals clear patterns on the speculated impact of virtual exchange/COIL on STEs.

"Polymers in The Global Environment – A Book of Evidence"

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors

Rosa Souto-Maior, *Federal University of Pernambuco (UFPE)*

Joe Ziolkowski, *Genesee Community College*

We will highlight the success, challenges and artifacts created when working within the COIL model over several semesters. Students from two education institutions developed cultural competence while engaged in cross-disciplinary work between a Science and Technology of Polymers course and an Introduction to Digital Photography course. The assignment combined related photographic and text evidence of polymers in the two different environments located in the north and south hemispheres. Through lectures, reading and applied learning, students engaged using ZOOM conferences, Adobe Photoshop, Google Translate and Google Drive to venture into the topic of Polymers In The Global Environment: A Book of Evidence.

Students studied and shared scientific information of common natural as well as synthetic polymers in the environment (like cellulose and polyethylene). They then studied photography and writing in both English and Portuguese to make an artist book of their shared applied learning observations and experiences. This pedagogy fostered exchanges of cultural similarities and diversity between the two groups of students.

The collaborative online model of education allows students to have an inter-cultural experience and expand the walls of the traditional classroom. As collaborator educators, we fostered a bridge of cultures from different disciplines between two classes. The shared content driven assignment embraced tangible discipline skills, artifacts and reflective assessment with topics relevant to both classes. We oversaw student's behavior using democratic concepts that encourage students to take ownership of the team projects and participate in positive peer interaction.

A longitudinal study of English language learners' oral fluency and accuracy in videoconferences with native speakers

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors

Ruiling Feng, *Tianjin Normal University/Tsinghua University*

Virtual exchange (VE) aims for collaborative online international learning with meaningful interaction between learners of different lingua-cultural backgrounds. Research is scarce in examining the effects of academically situated NS-NNS video chats on EFL learners' oral performance. The present study details a 5-week VE module between an undergraduate class of English for Academic Purposes (EAP) course in China and two university classes of Supporting Success for English Language Learners in the U.S. Each international group held weekly videoconferences on Zoom, interviewing their international peers on the previously chosen topic for data collection.

Fluency and accuracy are of particular interests to evaluate EFL learners' oral performance. The following are research questions:
1. Did Chinese students' oral fluency and accuracy change over the virtual exchange?
2. What were the differences of oral English fluency and accuracy between Chinese EFL learners and native speakers?
3. Whether Chinese students' fluency features were associated with their accuracy features?
4. How were Chinese students' overall English proficiency, gender and topic related to their participation in terms of oral fluency and accuracy?

Data include students' videoconference recordings of the first, third and fifth week, recording transcripts, Chinese students' scores of College English Test Band 4 as a proxy of their overall English proficiency, and VE module syllabus. Recordings will be converted into .wav files and analyzed with Praat (Version 6.0.56) for the fluency features in three aspects: 1) temporal features, 2) repair features, and 3) lexical features. We will code transcripts for accuracy features in terms of 1) errors per analysis-of-speech unit, 2) error-free analysis-of-speech units, and 3) linguistic levels of errors. All the counts will be normalized for further statistical analysis with SPSS Statistics 20.

A Proven Methodology for Starting and Scaling up Virtual Exchange courses at your university

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors

Greg Tuke, *Seattle University, Antioch University*

Faculty and university administrators often struggle with how to begin and then substantially expand the number of courses that utilize Virtual Exchange and Collaborative On-line International Learning (COIL) strategies across multiple disciplines. This workshop will introduce you to a proven approach that has been successfully implemented at five US universities and is now being employed this year at 15 universities across Morocco, UAE, Vietnam, US, and Canada.

The workshop is led by Greg Tuke, an internationally-recognized instructional coach, speaker, faculty and leader in the field of educational change, who specializes in the design and teaching of high impact Virtual Exchange courses. He has taught nearly two dozen COIL courses, in several universities in the US and India, including his most recent Environmental Sustainability course at Antioch University, US, in collaboration with the University of Rwanda. First launched in 2013, Greg worked alongside key administrators and faculty at the University of Washington to design and implement the Virtual Exchange Faculty and Leadership Training Model, and now works with fifteen other US and international universities to implement this approach.

This model is easily tailored to a single university department, a university campus, or an entire university system. The workshop will outline elements for start-up, recruitment, essential training components and teaching methodology for training VE faculty, funding, methodology, securing key organizational support, and assessment. The five key challenges that get in the way of effective implementation will be addressed, with solutions for overcoming them.

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

A virtual exchange ecosystem for developing global competence and active citizenship: A conceptual model and design guidelines

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors

Anna Nicolaou, *Cyprus University of Technology*

Virtual exchange has been embraced by many researchers and practitioners in the last 30 years, acknowledging its potential to provide students with the opportunity to access international, cross-cultural education. Virtual exchange initiatives have been enacted in multiple modes and configurations with well-documented success. However, researchers have identified 'gaps' in this approach that lie primarily in its failure to provide students with an authentic experience that resembles the complex environment in which they will be called upon to thrive in their future life and career. Criticisms of virtual exchange centre on the superficiality of the discourse dominating the exchange and the absence of substantial collaborative activity (O'Dowd, 2016). Virtual exchange has also been criticised for its failure to foster learners' social agentive behaviour and the ability to explore culture in its fluid, multi-perspective, rather than its monolithic sense. In response to these gaps, this research aspires to drive the discussion to a virtual exchange model that will enable learners to understand the potential of global partnerships and their individual and collective role in addressing society's critical challenges. In order to realise the objectives of this research, a design-based research methodology was followed which included three phases: the Exploration, the Implementation and the Reflection phase. Each phase aimed at observing the learners' reactions in a virtual exchange environment oriented towards global competence learning. The analysis of each phase resulted into the conceptualisation of the virtual exchange ecosystem composed of six fundamental, interrelated elements: Linguistic Mediation, Participants, Technological Mediation, Tasks, Themes, and Artefacts. In addition, the research concluded with the evolution of eight design guidelines to support the virtual exchange ecosystem. These guidelines can be used by researchers and practitioners for planning and implementing virtual exchange projects which are directed towards the enhancement of global competences and active citizenship.

Against the odds- collaboration across cultures

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors
Daniela Caluianu, *Otaru University of Commerce*
Iwona Seta-Dabrowska, *Silesian University of Technology*

In today's globalized economy, more and more people are likely to work in Global Virtual Teams (GVTs). This is especially true for those employed in business, but also in engineering and other technical domains. One of the most important causes of conflict within GVTs springs from cultural miscommunication. Virtual Exchange (VE) has the potential to prepare college students for work in GVTs. Unfortunately, those who need this training most- students with low English proficiency, from institutions with non-canonical schedule, living in geographically remote areas- are the least likely to receive it. This talk will discuss a collaboration spanning over two years between a technical university in Poland and a business college in Japan. The collaboration was carried out in spite of unfavorable odds.

The talk will aim to answer the following questions:

How successful was the collaboration?
Student evaluation shows that both the Japanese and the Polish students found the project interesting and useful. The evaluation did not change much from one year to the next although other conditions were changed. Specifically, in the second year, the English proficiency gap between the partners was much larger while the main task involved a higher degree of collaborative work.

What lessons can be learned from the experience?
We will look at the most successful and the least successful of the Japanese teams and discuss the factors behind these outcomes. It appears that the successful group adopted the GVT model with distinct roles for each member of the team. We will also discuss the work of Polish groups and some unexpected outcomes they have achieved in the project.

How can the collaboration become more effective?
Finally, based on the analysis of student feedback, we will offer some recommendations for improving intercultural communication competence and avoiding stereotypes.

Analyzing hybrid pedagogical design in a foreign language for international business module.

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors

Simon Ensor, *Université Clermont Auvergne, Laboratoire de Recherche sur le Langage.*

Claude Trégoat, *University of Warwick. UK.*

Christine Blanchard Rodrigues, *Université Clermont Auvergne,*

This longitudinal study presents and analyses a foreign language for international business module included in a large scale Erasmus+ accredited Virtual Exchange. The module aims to facilitate the development of the participants' personal literacy, professional, linguistic, intercultural, and other transversal competences, to enhance their employability. In 2019-20, a group of 34 non-specialist English learners from a French university and a group of 23 non-specialist French learners from a British university were involved, with the guidance of their tutors. The participants engaged in planning and completing offline and online activities articulated around professional video-conference interview simulations. Based on Activity Theory (Engeström, 2000), and its application to the study of pedagogical design (Engeström, Mwanza, 2009), the qualitative analysis of the interacting components of the exchange's hybrid design, the collected interactions and reported outcomes of learners enable us to identify and assess perceived and observed development of professional, linguistic, intercultural, and transversal competences. Semi-guided learner reflections and recordings of interactions were collected and coded using categories derived from a range of frameworks (Council of Europe, 2001; CDC, 2018). Now in its 4th iteration, tutors reflect on both the current design and modifications made to the module since its inception to improve its effectiveness. These include technological adaptations to facilitate video conferencing and monitoring of interactions, increased cooperation of tutors to support learner engagement, increased guidance for learner reflection and the introduction of Erasmus+ open badges to improve motivation and enable wider recognition of competence development. Preliminary analysis indicates that the current design has enabled increased engagement and satisfaction. Learners consider that the module has helped them develop transferable skills, improved their confidence to collaborate in a foreign language, and supported their successful application for internships/jobs. Some participants have maintained relationships leading to deeper interaction and greater intercultural understanding.

Assessing Shared Social, Economic, and Environmental Issues in the United States and Nigeria Through Virtual Exchange

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Margaret Workman, *DePaul University*

Isidore Udoh, *DePaul University*

This session reports on the outcomes of two virtual exchange partnerships that were jointly developed and implemented by faculty at DePaul University in Chicago and the University of Uyo in Nigeria. The purpose of the collaborations was to develop shared curricula that promote global citizenship and effectively engage students from different cultures with one another to propose solutions to common problems. The shared curricula, which covered topics within environmental sciences, international humanitarian law, and public health, presented opportunities for U.S. and Nigerian faculty to utilize innovative instructional strategies to offer timely and critical content to students. Students explored the impacts of fossil fuel energy production, marketing, and consumption on their communities, including destruction of livelihoods, conflict and population displacement. Students worked with community groups to develop environmental mitigation and humanitarian response strategies.

The creative utilization of technological platforms such as Google Docs, Zoom, and WhatsApp for hosting and delivery of course materials (e.g., lectures, readings, videos, and assignments), asynchronously and synchronously, transformed the traditional approach to online learning and revealed challenges to and opportunities for international virtual learning exchange and collaboration with developing countries. Course-end surveys revealed most students agreed the collaborations increased their knowledge of environmental and health challenges in Chicago and Nigeria, their competency with cross-national communication, and ability to engage with people from a different culture. Students also reported that participating in the exchanges increased their cross-cultural empathy and openness.

BIODesign: Using Virtual Exchange to Bridge Scientific Knowledge in STEM

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors
ADAM ZAHN, *Drexel University*
Eugenia Ellis, *Drexel University*
Giuliana Iannaccone, *Politecnico Di Milano*

The virtual exchange course, BIODesign, co-taught by faculty at Drexel University, Philadelphia, PA and Politecnico di Milano, Italy, brings students from the United States and Italy together to discuss why designers and engineers need to consider relationships between the built environment and nature in solving global challenges. The introduction of bio-informed sciences into design is providing a new paradigm for the creation of built environments that can promote human health and well-being.

In addition, given the global sustainability objectives and commitments to decarbonisation of different sectors of the economy by 2050, understanding biological processes and systems helps to develop design strategies that inherently aim at optimising resource use, reducing waste and limiting impacts on the environment.

Through the case study model, students discover techniques to incorporate the natural environment into design of the built environment and translate this knowledge into new knowledge, inventions and design strategies. This session will provide an overview of the BIODesign virtual exchange as well as provide data and support for using virtual exchange in STEM disciplines, where faculty may be less informed on how to infuse their pedagogy with respect to global science and cross-cultural communication. Participants will be able to map out the development of a virtual exchange project in a STEM discipline, consider key elements for addressing cultural differences in STEM, promoting cross-fertilization across disciplines, as well as leverage their virtual exchange course for research and student mobility. Presenters will also cover the institutional push for virtual exchange in the STEM fields to share both teaching innovation strategies and approaches to the priority challenges of tomorrow's society to which future professionals will be called to respond.

Brazil, France and the USA: A multidisciplinary and cross continental model towards global sustainability and mastering skills to make an impact

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Sylvaine Perrichot, *Université Paris Saclay*

Mona Pearl, *DePaul University*

Can a global sustainability problem-solving competence be significantly increased through a structured Intercultural Virtual Exchange team project work environment, using technology? What may be the framework that contributes to developing awareness and discourse to initiate innovation and solutions to current issues?

The rationale behind this multidisciplinary and cross continental project is to move from the development of intercultural competence to that of "global or intercultural citizenship [that] borrows from models of citizenship education to refer to the application of these competences to actively participating in, changing and improving society" (O'Dowd, 2019).

There is a worldwide need for culturally competent talent that can successfully function in a dynamic and multicultural global marketplace while possessing the understanding, skills, and experience that cannot be gained in a traditional classroom setting (Abrahamse et al., 2014). Tackling the issue of sustainability, a highly interconnected notion of today's world, does not only require students to use their acquired knowledge in their respective fields of expertise, it also demands critical understanding of the world (Leask, 2015).

Our ongoing multidisciplinary collaborative project facilitates virtual exchange between students from Brazil (an intercultural communication course), France (a double-major in science with emphasis on the English language) and the USA (an interdisciplinary capstone course).

We will discuss our qualitative and quantitative assessments and outcomes while integrating concepts across disciplines using research, discourse and reflectiveness, assessing cultural and value consciousness, applying critical and creative thinking, and a holistic approach and perspectives. We will share how the learning experience enables students to develop a broader awareness of a wide range of issues relevant to our future sustainable society. Our aim is to prepare them to communicate and broaden their world perspectives through engagement in problem solving in intercultural, virtual, interdisciplinary work teams across borders, time zones and cultures.

Building IVE Communities of Practice

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors
Ondine Gage, *California State University*

This presentation showcases the work of an interdisciplinary Community of Practice (CoP) at California State University, Monterey Bay (CSUMB), which focuses on the potential of integrating IVE activities within established curricular Learning Outcomes (LO). Given a graduation initiative and little curricular space for new courses, our goal is to employ IVE as an activity within existing courses, which provides an opportunity to apply curricular learning outcomes. This presentation will demonstrate our process which includes: (1) investigating how course LOs can be applied through IVE activities; (2) creating assessment rubrics for evaluating LOs through IVE activities; (3) developing a culminating assignment which expresses the combined course LOs and IVE potential LOs, including outcomes of digital and intercultural competencies; and (4) developing pedagogical scaffolds as part of the course curriculum for students to: (a) adapt digital competencies; (b) reflect on adaptive intercultural communicative strategies and sensitivity to power imbalances; and (c) explore "constructive engagement with divergent worldviews" (Helm, 2019). The presenter will provide the audience with a short review of the literature exploring the potential of IVE as well as the caveats of IVE or "telecommunication" (O'Dowd & Ritter 2013; Thorne, 2016), and opportunities through activity design for exploring issues of social justice. The presenter will share developed outcomes, adaptations, and opportunities for applying this approach to pedagogy. Finally, the audience will explore and discuss the potential of this process within their academic context.

Helm, F. (2019). Languages and international virtual exchange: Introduction to a special issue. European Journal of Language Policy 11.2.

O'Dowd, R. and Ritter, M. (2013). Understanding and working with 'Failed Communication' in telecollaborative exchanges. CALICO Journal 23(3).

Thorne, S.L. (2016). Forward: The virtual internationalization turn in language study. In R. O'Dowd & T. Lewis (Eds.), Online Intercultural Exchange: Policy, Pedagogy, Practice (pp. ix-xi). New York: Routledge.

COILing at Durban University of Technology, South Africa – a strategy for internationalising the curriculum

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors
 Penny Orton, *Durban University of Technology, Durban*
 Lesley Annes Cooke, *Durban University of Technology*

Durban University of Technology (DUT), South Africa has been a member of the State University of New York (SUNY) Collaborative Online International Learning (COIL) Global Network for 4 years. The DUT Strategy 2030 includes in its 12 strategic objectives, innovative curricula and research and a distinctive education - into which COIL neatly fits.

This presentation will apply a conceptual framework developed by Betty Leask (2012} to describe COIL/Virtual engagement at DUT as a strategy for internationalisation of the curriculum (IOC). The framework connects curriculum design with various contextual factors and assists those looking to internationalise the curriculum to consider these factors. At the centre of the framework is knowledge in and across disciplines. This alerts COIL practitioners that collaborating within or across disciplines helps students to generate new knowledge, and new understandings of old knowledge promoting a global appreciation. Further layers are built around this centre, namely: institutional; local; national and regional: and the global contexts.
COIL practitioners need to consider how COIL projects can disrupt dominant paradigms, for example the domination of 'the sage on the stage and not the guide by the side', and promote emerging initiatives such as decolonization and greening the curriculum. South Africa, as a new democracy, is in the throes of transformation not least in higher education, where issues of decolonization are prominent.

Whilst the layers of the framework help inform curriculum decisions in a contextual manner the golden threads of professional practice and citizenship, and assessment of student learning, are also important considerations for COIL project designers. Furthermore, as part of overall curriculum transformation at DUT the five graduate attributes need to be embedded and systematically developed across all programmes– COIL projects support this initiative.

COILing with Authoritarian Tendencies, Past and Present: Student Expectations and Interactions in Partnership between the US and Russia, Brazil, and China

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Barbara LeSavoy, *SUNY Brockport*
Ann Giralico Pearlman, *The College at Brockport State University of New York*
Jie Zhang, *The College at Brockport State University of New York*

The presentation looks at cross-country learning interactions and expectations among students enrolled in COIL courses that partner three US courses with courses in countries with histories of fraught political freedoms: Russia, South Africa, and China. The partnered courses include Women and Gender Studies (US) with Sociology (Russia), History (US) with Media Studies (South Africa), and Education (US) with Engineering (China). The presentation considers social and political stakes across these countries and ways histories of constrained freedoms comparatively impact student learning and engagement.

The session thematically leverages, "Virtual Exchange and Global Impact," focusing on the subthemes: "critical perspectives: towards social justice, diversity, and equality" and "transdisciplinary perspectives: opportunities and challenges." Central to this session is examining ways students navigate course learning expectations differently in countries with differing political freedoms. We are interested in this comparison since each of the courses enroll different learning populations with different learning circumstances and backgrounds, further contextualized by escalating political tensions between our countries (US/Russia, US/China).

In these contrasting instructional settings, students learn about and comparatively consider different societal and/or political traditions. As example, the US and South African students, who both live in now "free" societies, tackle history of Apartheid and Segregation, opening up places for dialogue about both similarities and differences. In contrast, US and Chinese students who participate in the seemingly less charged topics of Engineering and Education, may ignore or silence differences in political expression.

We will highlight ways students from diverse nationalities and backgrounds forge transnational alliances amidst country tensions and divides and ways students navigate sensitive and politically constrained knowledge as understood differently across geographies of person and place. Comparing student surveys and interactive activities across our COIL partnerships will allow session participants to examine how students approach representations of geographically and historically diverse social and political freedoms.

Conceptualizing COIL at a Public City University: Achieving Equity, Developing a "Third Space" Pedagogical Paradigm, and Strengthening Career Readiness

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Olga Aksakalova, *LaGuardia Community College*, CUNY

Amy Ramson, *Hostos Community College*, CUNY

Schiro Withanachchi, *Queens College*, CUNY

This presentation situates the questions of digital equity and internationalization in a large public university of eighteen colleges. Since its inception in 1847 as "The Free Academy," City University of New York (CUNY) has maintained the reputation of an affordable and competitive public university. Equity and access for marginalized groups of students are the staples of the CUNY system. COIL is seen as an important internationalization initiative that grants access to global and digital learning to all students who may not perform physical mobility because of obstacles due to immigration issues or significant obligations. Recognizing CUNY's focus on access and equity, this presentation by three CUNY COIL faculty coordinators suggests ways of establishing COIL that do not position it as "a second-best option for non-mobile students" (O'Dowd 2016).

Our first objective is to draw on the interdisciplinary experience of the presenters and share strategies for viewing COIL as a 'third space' in which partner groups operate on equal footing. They are neither hosts nor guests as in the study-abroad context, but co-creators of the learning space in which they collaborate to co-produce knowledge. They learn to function in a "kind of a neutral space... neither there nor here," and this space is "shared" (O'Rourke 2018). Each presenter discusses how she accomplishes this goal in the contexts of faculty professional development and COIL classrooms.

Our second objective is to illustrate how a successful creation of the third space could provide students with transferable skills essential for their academic and professional endeavors. We introduce the COIL for Career initiative at CUNY, through which students are guided to conceptualize and articulate their COIL experiences, and share materials developed for our COIL for Career workshops. Participants are invited to engage in the analytical discussion about supporting students' career readiness.

Confronting the Refugee Crisis: Ethical Responsibility in Virtual Exchange

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors
Keith Bowen, *Stanford University*
Nael Alami, *Modern University for Business & Science*

Educators who design and manage study abroad programs face a series of ethical responsibilities. Meeting these responsibilities is critical in the field of global health, where study abroad programs are often designed to provide healthcare services in under-resourced communities. Leaders in global health have thus formed working groups to study the ethical implications of overseas educational programs and have led the way in establishing socially responsible best practices for study abroad. Their recommendations include development of bidirectional programming that is designed for mutual and equitable benefits, focused on locally identified needs and priorities, attentive to true costs to local communities, and structured to build local capacity to ensure sustainability. Implementation remains a core challenge, however. Sustainable bidirectional programming takes time to develop and maintain. It is also costly.

In the present study, the authors questioned whether Virtual Exchange could provide socially responsible bidirectional global health programming by using new media and technology to connect students of global health in distant countries for meaningful collaborative learning. Drawing on empirical research in the learning sciences and leveraging best practices in technology design, the authors developed a Virtual Exchange in Global Health to connect students at Stanford University in the U.S. with counterpart students at the Modern University of Business & Science in Beirut, Lebanon. Early results demonstrate the value of this programming. At dramatically lower cost than traditional study abroad - and with essentially no carbon footprint - students had an opportunity to meet international counterparts, recognize complementary strengths, and build productive relationships, as they worked collaboratively for six weeks to address meaningful, real-world problems of Syrian refugees. The authors learned useful lessons in teaching across cultures and time zones, and recommend a next-stage pilot to refine and begin to scale the experience to benefit global health programs around the world.

Connecticut "Clicks" with France: VE as start-up and extender strategy for internationalization

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Nancy Ruther, *Gazelle International*

Karen Wosczyna-Birch, *Tunxis Community College, Connecticut College of Technology*

We report on three years of faculty led internationalization using Virtual Exchange in two different but complementary strategies. Led by the statewide College of Technology, the Connecticut community colleges used VE as "start-up" strategy for creating a sustainable internationalization program focused on STEM-Technology fields focused initially on France. Our French anchor university partners and their Instituts Universitaire Technologique (IUT's) added VE as an "extender" strategy to existing mobility efforts, moving to blend VE+mobility internationalization strategy. Gazelle International, as nonprofit advisor, provided strategic support, training of trainers and partnership development. With French international higher education policy focused on expanding ties with US community colleges, we all worked with an eye to replicating such US-France partnerships to create a sustainable, strong network. We obtained key support and small grants from the French Embassy in the US and US federal NSF funds to be able to start small and grow fast. Over 22 teachers produced 12+ CLICK (VE) projects reaching over 380 students in 3 years. We report on how pre-post student and faculty assessment guided us in pursuing our three operational goals of faculty engagement, program-building and promoting student learning including 21st C skills, research, digital literacies, team work, multimodal communication and domain learning. CLICK (VE) Projects were both disciplinary and multi-disciplinary connecting engineering, biology, art, health, business, languages, communications, logistics among others. And building a network of similar partnerships. Faculty and student travel have been key motivators and strengthening agents for the partnerships.

Conversation Analysis for Virtual Exchange (CA for VE) – Interactional practices among future teachers of English in a Virtual Exchange between Israel and Germany

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors

Goetz Schwab, *Karlsruhe University of Education*

Tina Waldman, *Kibbutzim College of Education, Technology and the Arts*

This presentation reports on the interactional practices within a Virtual Exchange (VE) which has taken place with different groups of students each winter semester since 2015. The participants are pre-service teachers of English studying in their respective institutions in Israel and Germany. The aim of the VE is to provide experiential learning for the future language teachers to enhance their Intercultural Communicative Competences (ICC) while fostering digital-pedagogical knowledge and skills. The aim of our current study is to discover how participants' divergent cultural experience is made relevant in student to student conversations.

This research uses ethnomethodological Conversation Analysis (CA) to reveal the participants spoken and embodied interaction as they complete collaborative online multi-modal tasks in Computer-Mediated Interaction (CMC). The data collected for this study is a corpus of transcribed (GAT 2) screen recordings of students' face to face group activities over a period of one semester, i.e. 12 weeks.

The analysis focuses on what participants do and say, and whether and how it is related to culture and/or identity. Emphasis is placed on interactional resources used in the "technology-mediated task environment" (Balaman, Sert 2017, p. 601) of Virtual Exchange.
Our research questions are:
 What kind of intercultural moments occur in these CMC-interactions?
 How are these moments displayed?
 In what way are they dealt with by the participants?

Our overall interest as VE facilitators is what can be learned from such analysis to assist in facilitation of future VEs. The presentation will conclude with implications for future research in the merging fields of CA and VE.

References:
Balaman, U. / Sert, O. (2017). "Development of L2 interactional resources for online collaborative task accomplishment," In: Computer Assisted Language Learning, 30:7, 601-630.

Critical Language Exchange through Digital Collaborations and Virtual Image Sharing

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors

Lara Anderson, *The University of South Carolina*

Stacey Benoit, *Ecole Nationale des Ponts et Chaussees*

This session reports on a virtual exchange project that uses digital collaboration to link technology, theoretical and pedagogical design, and practical experience. The project fosters intercultural communication and critical thinking and builds international communities between the United States and France. Participants in this project engage with each other virtually through Skype, email, Siftr and Slack. Intercultural communication from use of these tools benefits these language learners by simulating virtual opportunities for study abroad, preparing them for international travel, enhancing global awareness, and increasing spoken and written language proficiency.

For the purposes of this presentation, we will talk about two aspects of the course that make use of innovative digital collaboration: (1) Siftr: a collaborative mapping tool and (2) Slack: a collaborative workshop communication tool. Using Siftr, students captured digital images and then geo-located them on the Siftr app. With this tool, students produced customized maps of their personal and group experiences, which created a vast network of shared places and practices and is accessible to broader audiences. Using categories based on an intercultural framework as well as short descriptions, students worked together to analyze the images and interact with each other through comments. Using the Slack app, students critically analyzed perspectives on current events and cultural topics. As a common organized virtual workspace/classroom, students were able to discuss contemporary themes and interact in real time with the group.

This project helped to guide students through the visualization processes that resulted from virtual exploration. Students were more engaged with their learning and were more connected with their peers before international travel. In this session, we will share preliminary outcomes from the project as well as pedagogical implications for future work.

Cultural blends: using the senpai-kohai relationship to facilitate virtual exchange

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors

Daniela Caluianu, *Otaru University of Commerce*

The 'senpai-kohai' relationship, the relationship between senior and junior, has a special significance in Japanese society. It is established as early as junior high school and continues throughout life. In the academic domain, the 'senpai-kohai' relationship can enhance the student's learning experience. It has been argued, for instance, that students achieve better results in English clubs where juniors are mentored by seniors than in the English class under the guidance of the teacher.

This talk will discuss a virtual exchange between a Japanese university and a Romanian university modeled after the senpai-kohai pattern. The Romanian students, who were seniors in age, academic level and English proficiency, were cast in the role of 'senpai', while the younger and less experienced Japanese students had the role of 'kohai'. The relationship was mediated by the most senior of the Japanese students who had already established a personal relationship with the Romanian group during a summer school at the Romanian university and who used his senpai status within the Japanese group to build rapport between the two international teams.

This mode of interaction made it possible for the virtual exchange to run smoothly in spite of the considerable asymmetry between the two groups and yield very satisfactory outcomes. The exchange was part of a linguistic class and the main task was to write collaborative essays on a given contrastive linguistic topic. The Romanian students acted as mentors and offered guidance to the novice Japanese students who, in return, provided them with interesting and otherwise inaccessible linguistic data. The resulting essays were of a quality that could not have been achieved independently by either partner.

Cultural Codes, Sustainability and Using Advertising for a Greater Good

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Jasna Bogdanovska, *Monroe Community College*

Nathália Körössy, *Federal University of Pernambuco*

The importance of visual literacy at this time is greater than ever. We are surrounded by thousands of images each day, but the ones we remember and gain their message are the ones that contain deep emotion and intensity. Advertising uses visual language to persuade and all of us are influenced by it on a daily basis. Unfortunately not all advertising messages are for a good cause.

For this collaboration, Professor Nathália Körössy from the Federal University of Pernambuco in Brazil and Prof. Jasna Bogdanovska from Monroe Community College in the US, explored ideas of cultural codes, on location research, target audience, sustainability and using advertising for a greater good.

As the main focus of this collaboration we selected Ilha de Deus (Isle of God) community in Brazil. Ilha de Deus is surrounded by three rivers: Tijipió, Pina and Jordão and is one of the largest mangrove areas within an urban zone in Brazil. Unfortunately the residents of this community face a lot of problems.

This virtual collaborative exchange included American students in the Studio Photography class and Brazilian students from Design of International Cooperation Projects for Development class and was focusing on creating real life solutions for the residents of Ilha de Deus community based on the 17 UN Sustainable Development Goals.

The students researched and analyzed the community's sustainability, they visually translated the findings and conceptualized and developed visual (Advertising) campaigns which would serve as starting points towards bettering the livelihood of Ilha de Deus residents.

This presentation will inspire and urge the attendees to use their expertise in creating collaborative opportunities for their students and to create positive change and empowerment for our communities.

Designing collaborations with accessibility in mind

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors
Rita Koris, *Pázmány Péter Catholic University*
Sushil Oswal, *University of Washington*
Zsuzsanna Palmer, *Grand State Valley University*

This paper reports on a multidisciplinary collaboration project among students and instructors at one European and two US universities. The project's primary purpose was to virtually involve students in collaborative activities while learning about disability and accessibility concepts and subsequently apply them to assignments in each of the classes. Student groups in a Business English course at a Hungarian university proposed start-up companies and created business plans for their ventures. Students in Michigan designed websites for the planned businesses, while students in Washington simulated the role of consultants advising the other two classes on how to make the proposed businesses and websites accessible to people with disabilities. The idea of designing international collaborative projects is not new to the field (Anderson et al., 2010; Dannels, 2003; Davison et al., 2017; Guth & Helm, 2010; Maylath et al., 2008; O'Dowd & Lewis, 2016; Starke- Meyerring & Andrews, 2006). Our project is novel in promoting multidisciplinary awareness and application of disability and accessibility theory to practice while raising the issues of inclusive design and equality. Students also completed background readings on the day-to-day challenges disabled people face when trying to access businesses physically and online. Students first wrote their reflections on these articles and then discussed their perceptions, feelings, and ideas on accessibility with their international peers. The qualitative analyses of student reflections and discussions and our quantitative surveys revealed that students demonstrated increased sensitivity to disability as well as openness to finding solutions to accessibility issues after the project. The proposed presentation will show how students' attitudes towards accessibility and disability were shaped by the project experience and how they succeeded in including accessibility solutions into their business plans and website designs. The presentation will also show how disability-inclusive collaborations can be designed in diverse contexts.

Developing Intercultural Competence in Music Educators Through Videoconferencing

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors
Carlos Xavier Rodriguez, *University of Michigan*
Andreas Lehmann-Wermser, *Hannover University of Music Drama and Media*
Todd Austin, *University of Michigan*
Philomena Meechan, *University of Michigan*

Developing intercultural competence is a critical issue in music teacher education, and requires positive attitudes toward unfamiliar cultural beliefs and practices and their acceptance, and valuing different perspectives, discourses, and musical traditions. Globalized societies and the daily experience of multicultural classroom communities suggest that future teachers must encounter, learn, and practice these competencies flexibly.

In this presentation, we describe an innovative approach for music education, combining students' traditional pedagogical studies with the priorities addressed above. Equal numbers of undergraduate and graduate students at both universities enroll in the course "Music, Society, and Education," as a synchronous videoconferencing seminar. The first half of each 90-minute class is a combined session on topics from readings introduced collaboratively by the faculty. In the second half, the students work in pairs via videoconferencing to discuss their extended interpretations of the topics.

At the end of the semester, each pair develops a presentation which is shared with the class and graded by both professors. The project topics are wide-ranging, and have included basic challenges to belief systems regarding the appropriate role of teachers, the value of the arts, and questions of musical meaning. Students invest considerable effort and care in clarifying didactic and artistic terminology, and search for convergence points in unfamiliar musical cultures and their national musical curricula.

We discuss our mediation of these experiences with our instructional design colleagues, student feedback on course value, and how we implement changes based on this feedback. While the course has been overwhelmingly positive, we continue to explore ways we might best yield new ideas and perspectives, high-level learning, generative outcomes, and specific ways to prepare students for the contexts in which intercultural competence is required.

Developing student-teachers awareness of their role in creating equality and diversity in the Primary Classroom through a Virtual Exchange Project

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors
Ingrid Hortin, *Malmö University*
Sirkka Ivakko, *Malmö University*

This presentation will explore the Virtual Exchange (VE) within the Primary Years teacher-training programme at Malmö University, Sweden. We will focus on the VE project 'Equality and Diversity in Teacher Education', which took place during the spring term 2020 between the University of Maryland, Baltimore County, U.S.A. and Malmö University, Sweden and is part of the EVOLVE Erasmus+ project (www.evolve-erasmus.eu).

The focus of this VE project is an exploration of the concepts of equality and diversity specifically through gender-neutrality and racial discrimination. The project aims to increase the future-teacher's awareness of their approach and impact on the pupils in the classroom and relies on a sequence of collaborative tasks based on those first developed through the EVALUATE project (http://www.evaluateproject.eu/)

Through VE all students have the possibility to have an 'international learning experience' in line with the sustainability goals (U.N. Sustainability goals 4, 5 and 10) that focus in particular on quality education, gender equality, and reduced inequality. In addition, through participating in the VE the students will develop an understanding of how VE can be used as a didactic tool in a primary classroom context.

The students participating in the project have selected English as a specialisation. This VE project provides them with authentic language learning experiences including communication skills, presentation skills and negotiation skills. It also allows them develop their cultural awareness and their ability to use technology as a tool for language learning.

In this session we will reflect on the learning outcomes of this project as elicited through student evaluations and individual interviews and the implications these hold for the development of future VEs for teacher educators that focus on themes of equality, diversity and quality education.

Doing More With Less: Piloting Virtual Exchange In Resource- Challenged Institutional Contexts

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors

Madeline Campbell, *Worcester State University*

Worcester State University, a regional public university in Massachusetts, is currently piloting two different models of virtual exchange. Dr. Karen Woods Weierman and Dr. Birgit Spengler at the University of Wuppertal, teach a six-week COIL module entitled "Migrant Imaginaries" with use of a bilateral classroom-to-classroom model. By contrast, Dr. Madeline Otis Campbell teaches a fully-online course entitled "Global Dialogues," in which students participate in multilateral exchanges facilitated by the U.S.-based organization, Soliya. This presentation compares each model based on early assessments relating to overarching global learning outcomes and considers the strengths of each approach from the perspective of student success as well as from the perspective faculty/staff implementation. The session will start by weighing the impacts and challenges of each model on student success in the context of a non-residential, first-generation serving institution. Next, the presenter(s) will discuss the implications of each model for university resources in a teaching-intensive, low-funding environment. Finally, the session will offer a structured opportunity for participants to brainstorm and share implementation solutions in various resource-challenged institutional contexts. The goal of this exercise will be to collaboratively draft a tailored checklist for faculty/staff virtual exchange implementers working in resource-challenged contexts.

Educational Innovation in Times of Crisis; the COIL experience in Venezuela

Format: Presentation
Track: Student Voices

Authors

Sofía Ruiz, *Andrés Bello Catholic University*

Jesús Chacón, *Andrés Bello Catholic University*

Santiago Hernández, *Andrés Bello Catholic University*

Alicia García, *Andrés Bello Catholic University*

At present, technological development is advancing extremely fast, unfortunately in certain regions of the planet these advances are limited by political, economic and social circumstances, such as Venezuela. For the new generations the use of new technologies in education is fundamental. Speedtest, the Internet diagnostic portal, conducted a worldwide study in 2019 to check the speed of Internet connection in different countries. In such study, Venezuela was ranked 175 of 176 with the worst internet connection in the world, below Yemen, Algeria and Vanuatu, and only surpassed by Turkmenistan.

Despite the adversities, Venezuelan universities struggle to survive, always fighting backwards and taking firm steps towards the future. The students of Communications of the Andrés Bello Catholic University (UCAB) were assigned an important challenge; take a joint course with students from the State University of New York (SUNY) located in Albany, United States; all in a 100% virtual mode, through online programs.

In addition to an enriching cross-cultural experience, this represents a titanic challenge for students, especially Venezuelans. Could students from both universities and regions overcome communication and cultural barriers to develop a collaborative project?
This paper is the description of that process from the point of view of UCAB students.

Employer Perspectives on Virtual Exchange

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors

Izzy Crawford, *Robert Gordon University*

International trade, enabled by rapid technological advances, has had a profound effect on the way employees work and communicate in a borderless, virtual environment. To remain competitive in a dynamic and uncertain global environment, employers need graduates who have knowledge, competency, creativity, confidence, flexibility and resilience which is future proof. It is therefore incumbent on Higher Education to deliver new pedagogies that will deliver these graduate attributes with programmes that focus on experiential learning, problem solving, soft skill development, interdisciplinarity and digital literacy (SUNY COIL Center, 2019; Deardorff, 2009; Essig 2013; Tucker et al, 2013). Within this context, classroom collaboration through online virtual teams can be an effective strategy to enhance intercultural and employability skills. Leask (2016) argued that assessing internationalization outcomes must be directly connected to students' learning, however according to Deardorff (2016) a profound intercultural competence assessment must go beyond self-reports, as only the others' perspectives will effectively assess the appropriateness of communication and behaviour. Therefore, this presentation will reveal the results of a series of in- depth interviews with employers and alumni regarding their perceptions of virtual exchange as a classroom activity and the potential impact it has on intercultural competency and transferable skills in the workplace. The purposive interview sample includes new and experienced professionals who work in communication related roles within public, private and third sector organisations of varying sizes and sectors. This research forms part of a wider virtual exchange project spanning four countries (USA, Germany, Portugal and Scotland) from 2018 to 2020, and builds on previous evaluative research concerning student and faculty perceptions of virtual exchange.

Erasmus+ Virtual Exchange Facilitators Code of Conduct: Codifying values and enabling scale

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors

Julie Hawke, *Sharing Perspectives Foundation*

Rachel Malmborg, *Sharing Perspectives Foundation*

With 363 active facilitators that have guided 16,210 participants through a virtual exchange activity in 2018-2019, facilitators are key to the success and sustainability of Erasmus+ Virtual Exchange programming. They are multi-partial and neutral process leaders, seeking to elicit self-group awareness and understanding by providing a safe, effective, and student-led learning environment. They have been trained in small online group sessions on the necessary dialogue facilitation tools, the use of technology, and conflict resolution skills to guide and deepen cross-cultural conversations. Most importantly, as frontline implementers, they are relied on to manifest the design, methodologies, values, and objectives of virtual programmes. Maintaining a well-trained and committed community of facilitators is crucial to achieve desired impact with the ability to continue to do virtual exchange at-scale.

We believe that our collaboratively developed facilitators code of conduct has value both as an internal guideline, for us and as a template for others, and an external statement of professional values and commitments as virtual exchange practitioners.

The code of conduct to be shared represents our commitment to the professional standards and ethics that guide our involvement in the implementation of virtual exchange programs. In recognition of the importance of our commitment to respectful exchange, and in accepting a personal obligation to our profession, its members and the communities we serve, we commit ourselves to the highest ethical and professional conduct. As virtual exchange networks continue to increase in number and scale, codifying and institutionalizing standards will enable integrity, alignment, and trust.

Erasmus+ Virtual Exchange: Activities, Research Methods, and Impact

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors
Erkinaz Shuminov, *Soliya*
Francesca Helm, *University of Padova*
Bart Van Der Velden, *The Sharing Perspectives Foundation*

The session will showcase the impact of Erasmus+ Virtual Exchange (EVE), an accessible, groundbreaking way for young people across Europe and the Southern Mediterranean to engage with each other for intercultural understanding.
Since its launch in 2018 and through to 2019, EVE has engaged 16,210 youth across 44 EU and Southern Mediterranean countries in activities including online facilitated dialogues, online debates, Interactive Open Online Courses, training to develop transnational projects, and training to become dialogue facilitators or debate leaders. The session will break down participation figures across gender, age, and country, including GDP measurements, illustrating the relevance of the project in regions traditionally not associated with physical mobility and among demographics with limited intercultural exposure or engagement opportunities. For example, the reach of EVE has been very high in economically vulnerable regions.

This session will present and compare impact findings from the two years of the project's implementation. Over 2018 and 2019, participants rated their experiences very highly, and the majority of participants reported developing greater understanding of the relationships among their societies and building positive relationships across cultures. Also discussed will be the project's impact on participants' employability, with reference to the proven link between the transversal skills promoted through the project -- such as collaborative problem solving, cross-cultural communication, empathetic listening, and digital literacy -- and success in the 21st Century workforce. Panelists will delve into specific research methods and measurement tools applied to evaluate EVE, such as focus groups, interviews, surveys, a "feeling thermometer" that assesses warmth toward cultural others, tools measuring curiosity and self-esteem, and the use of "word clouds" to visualize and then compare and contrast participants' impressions of all activities. The panel will provide both a global look at the project's influence and specific insight into the strengths and impact of each activity.

Exploring migration and forced displacement: a virtual exchange project among university students in Germany, Mexico, South Africa and the U.S.A.

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Britta Freitag-Hild, *University of Potsdam*

Susanne Gnaedig, *University of Potsdam*

Philip Bothma, *North-West University (Potchefstroom)*

Gigi Peterson, *State University of New York - Cortland*

Gretel Werner, *Universidad De Monterrey*

How might students from different continents, backgrounds, and academic disciplines dialogue and problem-solve to address one of the most contentious and compelling issues of our time? Migration and forced displacement concern millions of individuals and communities around the world, and they are the subject of controversial debates in our societies. UNHCR Filippo Grandi (2018) emphasizes that care of refugees is a „global and shared responsibility" and argues for solidarity and the welcoming of refugees, but many countries and communities also witness growing skepticism, fears of excessive demands, and attitudes of alienation that can lead to xenophobia. Arguing from a global education point of view, students and young professionals therefore need to develop the knowledge, skills and attitudes that are necessary to actively participate in and shape these discourses and to act responsibly as world citizens. This panel presentation provides insight into the design and outcomes of an interdisciplinary virtual exchange project conducted by researchers and instructors in Germany (University of Potsdam), Mexico (Universidad de Monterrey), South Africa (North-West University, Potchefstroom) and the United States (State University of New York at Cortland). Participating students came from a wide range of academic disciplines (e.g. language education, history education, law, business, economics, film studies, architecture, medicine), and the project guided them to expand their awareness and knowledge of different (national and international) perspectives on the global issues of child migration and forced displacement, while also developing their intercultural competence, critical thinking and problem solving skills. We will discuss the benefits and challenges of working in multinational and interdisciplinary teams of lecturers and students, based on the analysis of our experiences, the project results, and students' learning outcomes in this pilot project.

Faculty Data on the Impact of Design and Implementation of Virtual Exchanges

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors

Rositsa Leon, *DePaul University*

GianMario Besana, *DePaul University*

The Global Learning Experience (GLE) is DePaul University's institution wide virtual exchange (VE) initiative. Over 120 GLE projects have been implemented since inception, with partners in 26 different countries. The impact of the initiative is assessed via two instruments deployed to all participating students and faculty, respectively. Data on students' perceptions of their experience has previously been shared in a presentation at IVEC 2019. This presentation focuses on data from instructors. The survey instrument is managed quarterly by the office of Global Engagement. The surveys are set up in Qualtrics, a survey link is distributed to faculty via email, and the final data is carefully organized and shared with the instructors for formative assessment purposes. The faculty survey instrument consists of 12 topical, 1 summative, and 3 open-ended questions. In this report we focus on the results of the 12 topical questions and the summative one, with data coming from 68 instructors across 12 terms. The 12 topical questions are all presented as statements, with a 5- point Likert scale of agreement, and can be described as belonging to four different broad categories: a group of questions that address faculty's perceptions on intercultural awareness, a group that addresses their professional development in teaching, a group that addresses specific preparedness for the VE experience, and a group asking for overall satisfaction with the entire experience. Interesting trends emerge from the data analysis. As the faculty instrument mirrors closely the student instrument, the presentation will highlight significant differences between faculty and students' perceptions. Overall, faculty perceptions are extremely positive and data shows they would really like to teach another GLE course as well as they would recommend GLE to other faculty. Positive responses on specific preparedness for GLEs, as well as on overall satisfaction, speak to the success of DePaul's professional development workshop.

Fake vs. Fact: How a Virtual Exchange can contribute to the development of digital literacy

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors

Almut Ketzer-Nöltge, *Leipzig University*

Jessica L. Hollis, *Ohio University*

Digital Literacy (Fuchs, Hauck & Müller-Hartmann, 2012) and intercultural communicative competence (O'Dowd, 2011) are two main goals of virtual exchanges. To jointly develop both competencies is the instructional goal of a virtual exchange project (April 2020) between a BA online course "Rhetoric and Writing II" (Ohio University) and a BA-level course on "Computer-Based Language Teaching" (Leipzig University). The topic of the virtual exchange is the distinction between credible and non-credible online sources (i.e. fake news vs. facts) using recent coverage of the Coronavirus as the instructional example. To ensure intensive exchanges between student groups, international teams of 5-6 students engage in different tasks over the course of four weeks. Tasks include video-based introductions (e.g. on personal international experiences) and discussions on a) strategies used to judge credibility of online sources, b) online sources covering the Coronavirus outbreak, and c) respective national responses to the Coronavirus. After collecting input on credibility strategies in both groups, the Leipzig students develop interactive online instructional materials on how to judge the credibility of online sources, which is then tested by the Ohio students. Leipzig students will subsequently use the feedback to redesign the developed instruction and publish it online as Open Educational Resource. Local Q & A sessions at the two universities will flank the international cooperative online tasks to ensure the success of the project.

The goal of the concurrent research is to monitor the development of digital literacy and intercultural communicative competence in the course of the project. Collected data will include digital literacy questionnaires, interviews with individual students, the recorded exchanges and completed tasks as well as reflection essays of the participating students. The results of the study will be presented and discussed. The presentation will include an interactive poll on fake vs. fact.

Implementation of an A+ evaluation strategy to measure a virtual exchange program across Egypt, Lebanon, Libya and the U.S.

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors

Meghan Neuhaus, *The William Davidson Institute at The University of Michigan*

'Business & Culture: A Virtual Practicum' is an innovative action-learning course on international business cultures. The course aims to equip young people in the U.S. and MENA regions with the skills they need to communicate, problem-solve and collaborate in a global team environment-all essential skills in an interconnected world. Students across the four countries interact with one another through connected sessions and also on a more personal level through team projects. Funded by the Stevens Initiative, the William Davidson Institute at the University of Michigan (WDI) i.e., we are conducting a quasi-experimental study of a virtual exchange program taught across premier universities and institutions in four countries: Egypt, Lebanon, Libya and USA.

This engaging presentation will start with a brief discussion of the process used to develop an evaluation plan, including building a theory of change, selecting indicators and developing a short survey. We will share key insights related to the process we followed to develop a strong evaluation strategy that could be used across multiple countries, institutions, and languages. We will also share best practices on recruitment of a comparison group as well as survey development. Audiences will leave with clear steps of how to develop and execute an evaluation plan for a virtual exchange program.

The majority of the session will be spent sharing what we have learned from the preliminary analysis of the data from the first cohort of students. In the presentation, we will include results on key indicators such as empathy, cross-cultural communication, and cross-cultural collaboration. Most importantly, we will discuss how we used this data to improve the subsequent rollout of the course in the second semester. This will give audience members a clear example of how evaluation data can be used for continuous improvement in virtual exchange programs.

Implementing Multilateral, Multilingual COIL Faculty Training

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors

Megan Gibbons, *Regis College*

Veronica Onorevole, *American Council on Education (ACE)*

Successful implementation of virtual exchange is contingent upon faculty engagement. As the VE field advances, effective methods and best practices related to recruiting and training faculty are in high demand. In the U.S. context, recruitment of faculty is, however, fraught with problematic language and practices. Too often the conversation centers on getting faculty "buy in" and/or "incentivizing" the faculty in order to bring them to the table in the first place. Somewhat surprisingly, faculty training methods in the United Sates also tend to be unilateral, thereby marginalizing the international VE partners and adding an extra burden to half of the team to train the other half. How, then, can the practices of recruiting and training faculty to engage in virtual exchange become more equitable, inclusive, and, ultimately, more effective? In the first half of the session, the presenters will provide examples of successful faculty recruitment strategies applicable to a wide variety of institutional types. Furthermore, these strategies will be classified more narrowly based on whether a budget line exists for faculty recruitment and training. The second half of the session will pivot to faculty training best practices. Particular attention will be given to how to design, implement, and support training that is multilateral and multilingual. Based on the premise that one measure of success for faculty engagement with virtual exchange is a low percentage of "one-offs"-faculty who participate once and then abandon the program for any number of reasons- this session will equip all members of the VE team to facilitate faculty professional development in ways meaningful to them and sustainable for the institution.

Improving Virtual Exchange Training through Feedback

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors
Joseph Olivier, *DePaul University*
Bridget Wagner, *DePaul University*

DePaul University has offered an award-winning hybrid training course to support virtual exchange for over six years. More than 270 instructors have been trained to support 136 virtual exchanges impacting over 2,000 students in 29 countries. In the course, instructors are trained to address the pedagogical, intercultural, and technological challenges of online international collaboration.

The curriculum has been expanded and improved over time by a team of instructional designers from the Center for Teaching and Learning and administrators from the Global Engagement division. In this session, two instructional designers will discuss revisions to the training, which have been informed by post-collaboration debriefings, training participant feedback, subject matter experts, external reviewers, and the ongoing identification of emerging best practices for virtual exchange. Revisions to the course include expanded content related to intercultural communication, language, and reflection, as well as increased opportunities for asynchronous small group conversations and interaction during synchronous sessions.

Innovative Practices: Virtual Exchanges in High-Immersion Virtual Reality

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors

Kristi Jauregi Ondarra, *Utrecht University*

Alice Gruber, *Heilbronn University of Applied Sciences*

Silvia Canto, *University of Utrecht*

Virtual exchange or telecollaboration is being embraced by language education scholars for its pedagogical benefits. These include students potentially noticing and internalizing sociocultural and conversational norms which can result in learning of intercultural and social skills (Lee & Song, 2020). Recent technological advances have made it possible to offer students innovative options to communicate orally in virtual exchanges (e.g., BigScreen, vTime XR). High-immersion virtual reality (VR) allows students wearing VR headsets to communicate while feeling immersed in the same virtual space as their exchange partner. The students converse using their own voice but, unlike in video communication, they are represented by an avatar of their choice. The impact of using such possibilities, namely employing virtual reality for virtual exchanges in higher education for language learners, has yet to be explored. This study addresses this research gap by focusing on the impact virtual exchanges in immersive VR has on students' engagement, attitudes, perceptions as well as linguistic development. The participants were future foreign language teachers from two universities (Utrecht and Heilbronn). Dyads of students engaged in three collaborative tasks with an intercultural focus over a five-week period. Upon completing each task, all participants answered open-ended questionnaires intended to explore their experience using VR. Students also completed reflective journals. All conversations were audio-recorded, transcribed and analysed. This study provides first research results with regard to virtual exchanges carried out in high-immersion VR for language learners.

References

Lee, J., & Song, J. (2020). The impact of group composition and task design on foreign language learners' interactions in mobile-based intercultural exchanges. ReCALL, 32(1), 63-84.

Inter3: The Challenges and Outcomes of International, Interdisciplinary, and Interlevel Projects at Penn State University

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors
 Tiffany MacQuarrie, *Penn State University*
 Alan Peslak, *Penn State University*

Connecting students in classrooms around the world through collaborative projects pushes our students outside their comfort zone. In the same way, developing international and Interdisciplinary collaborative projects push faculty outside their comfort zone so that they model for our students real-life learning and effective strategies for dealing with challenges. Coordination of projects with students with interlevel skills tests both students and faculty.

Faculty from the Information Science and Technology department at Penn State partnered with agricultural faculty at Saken Seifullin Kazakh AgroTechnical University (KATU) in Nur Sultan, Kazakhstan. An Android Smartphone App was developed by PSU senior students based on requirements provided by the KATU sophomore students. Faculty from the English department at Penn State also partnered with KATU agronomy and filmed interviews with their peers to capture typical food choices. PSU students compiled the interviews into one video (practicing their digital media skills) and KATU discussed the dietary choices (practicing their English-speaking skills) in a joint Zoom videoconference.

Other collaborations partnered PSU's English faculty with environmental faculty at the Arava Institute in Israel. Together they designed a project for their students to research environmental topics and present their findings. PSU's English faculty, together with business faculty from Fatec Presidente Prudente in Brazil tasked their students with creating an infomercial pitching an invented product to college students.

We believe these partnerships allow a unique opportunity for our students to gain new domain knowledge, the marketable skills of determining international needs and requirements, intercultural skills, and digital media and development skills. Also, by pairing lower-level students with upper-level students, we explored the challenges of interlevel skills.

In this session, presenters will share the process (including tools and methods), the challenges, and the outcomes of these joint projects.

Intercultural competence development in Virtual Exchange: Initial results from the EVOLVE project

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors

Robert O'Dowd, *Universidad de León*

Begoña F. Gutiérrez, *Universidad de León*

Catherine Muller, *Université Grenoble Alpes*

EVOLVE (Evidence-Validated Online Learning through Virtual Exchange) is an Erasmus+ KA3 Forward Looking project which aims to contribute to the mainstreaming of Virtual Exchange (VE) as an innovative form of collaborative international learning across disciplines in Higher Education institutions in Europe and beyond. As part of the project, the research team has studied the learning outcomes of engaging in VE at student and educator level. The data collected during the project included a pilot study of 3 virtual exchanges as well as the main study which included 14 further exchanges.

This presentation will focus on the intercultural learning outcomes of students who participated in the EVOLVE exchanges. Based on a wide range of data sources which included questionnaires, interviews and student portfolios, the authors used qualitative content analysis to identify the impact of the exchanges on students' skills, attitudes and knowledge related to intercultural competence. The Competences for Democratic Culture model (Council of Europe, 2018) served as a reference to examine the different sub competences developed by students.

Our qualitative analysis found clear evidence of students' openness and readiness to cooperate with members of other cultures. This also appeared to lead to the development of their cooperation skills and of interpersonal relationships that go beyond the virtual exchange itself. It was also seen that students tended to avoid the negation of difference, positively referring to awareness of differences between partners as well as similarities. At the same time, in their written reflections, both the quantity and quality of the participants' reflections about their own beliefs, world views and practices stood out, proving an increase in their critical cultural awareness. However, results also show students' tendency to avoid conflict instead of developing their mediation skills - something which is considered important for the intercultural speaker.

Intercultural Encounters within EVE: Benefits, Challenges and Future Directions

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors

Florence Le Baron-Earle, *University of Limerick*
Marta Giralt, *University of Limerick*

Along with an increasing interest in Telecollaboration or Virtual Exchange (O'Dowd,), "The Erasmus+ Virtual Exchange (EVE) initiative was recently launched "to link young people [...] through online learning activities in order to strengthen people-to-people contacts and intercultural dialogue" This paper reports on the implementation of EVE in a 12-week at the University of Limerick, Ireland where the course has been offered for the last number of years. This paper examines the latest iteration of the module, i.e. Autumn 2019. The pedagogical approach for implementing EVE followed a blended learning model where face-to-face lectures were combined with Interactive Open Online Courses (IOOC) delivered by the non-profit Sharing Perspective Foundation.

The student cohort participating in the VE was composed of 50 students who came from different courses of study and backgrounds. Using a mixed-method methodology, our data was gathered from an online survey, a reflective assignment and a focus group. Quantitative analysis for the surveys data was used whilst a thematic discourse analysis was applied to the reflective assignments and focus group. Our findings regarding the benefits show how participants' attitudes shifted throughout the course and how their perspectives were broadened thanks to the blended learning model, in other words, how the students' intercultural awareness and digital literacies were enhanced. In addition, the uptake of the module as an alternative to Erasmus mobility will be discussed during our presentation as one big challenge encountered, together with some linguistic and intercultural issues encountered by a number of students. The paper will conclude with future directions intended to improve the course, help students develop their critical skills and further integrate the VE to the lectures. O'Dowd, R. (2018) From telecollaboration to virtual exchange: state-of-the-art and the role of UNICollaboration in moving forward, JVE, 1, 1-23.

Intercultural Youth: Developing a Global Generation through Virtual Exchange

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors
Catherine Roche, *Rockland Community College*
Patricia Szobonya, *Rockland Community College*

Due to the interconnectedness of our world and the ubiquitous presence of technology, it is imperative that students be introduced to and be actively involved in cross-cultural activities. Generation Z students have been raised with computer-based technology and as a result, they are cognizant of social and global issues that transcend borders and require collaborative solutions. Through collaborative online international learning (COIL) and other virtual exchange programs, we provide students with the opportunity to engage in real conversations and problem solving with students from other countries. Students connect asynchronously and/or synchronously to discuss, analyze, and solve problems together. Even simplified short-term projects have relevance as they provide the opportunity for communication leading to empathy and awareness of social and economic injustices around the world. While study abroad is favored, most students do not have the time nor financing to be able to travel. However, today virtual exchange empowered by technology is a viable, sustainable alternative.

This presentation will discuss the tasks, activities, technologies, and challenges resulting from various collaborations around the globe; in particular, with Mexico, Morocco, Iraq and China. Students establish personal connections and share responsibility in addressing local and global concerns. For example, a collaboration between the US and Mexico addressed the global issue of electronic waste. The project explored what e-waste is and what effect it has on the environment. As a result of the project, the US students realized the urgency to properly dispose of e-waste because failing to do so causes serious health issues and disrupts the climate. The US students perhaps would not have had the opportunity to address this issue to the extent they did without the COIL project. This presentation will showcase various collaborations in business and multicultural studies underscoring the value of virtual exchange activities.

Longitudinal analysis of teachers' situated learning trajectories working in virtual exchange

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors

Simon Ensor, *Université Clermont Auvergne, Laboratoire de Recherche sur le Langage*

Marcin Kleban, *Jagiellonian University*

Christine Blanchard Rodrigues, *Université Clermont Auvergne*

This study offers an analysis of the development of identities, roles, knowledge, competences, and resources of foreign language teachers engaged in a long-term virtual exchange partnership in higher education. We concentrate on the emergence and evolution of the hybrid pedagogical design of a module, combining formal, non-formal and informal offline and online interactions which is currently in its fifth iteration. The module brings together Polish preservice teachers and non-specialist French English language learners and is part of a large scale virtual exchange network which since 2018 has been accredited by Erasmus Plus Virtual Exchange.

The importance and significance of teachers'/mentors' roles in the designing and managing of virtual exchanges has been the focus of a number of recent studies (e.g. Kurek & Müller-Hartmann, 2019 or O'Dowd, Sauro & Spector-Cohen, 2019). However, in their discussion of teachers' roles most of them map out specific pedagogical strategies and their impact on virtual exchanges as they occurred in a virtual exchange project. In order to better understand what drives teachers' process of decision making in virtual exchanges we feel that it is worthwhile tracking down and analysing sequences of modifications which affect the design and outcomes of such exchanges over a number of their iterations.

Therefore, our study captures the evolution of the tutors' pedagogical moves throughout the module's duration and provides an analysis of factors leading to changes to its design and implementation. The concept of situated learning trajectories (de Saint-Georges & Filliettaz, 2008) is used to identify critical episodes that have resulted in transformations of the exchange. The results suggest that the design and implementation of virtual exchange modules depends on, among other things, the identities and specific perspectives adopted by tutors.

Making the virtual tangible: Using visual thinking to enhance online transnational learning

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors

Kelly Murdoch-Kitt, *University of Michigan*

Denielle Emans, *Virginia Commonwealth University*

Visual thinking has many positive effects on virtual exchange and transnational learning, and improves digital equity by encouraging self-awareness, promoting negotiation, and enabling dialogue (Tharp and Tharp 2019; Nelson and Stolterman 2014; Singh 2011). Furthermore, visual thinking helps to bridge communication challenges among virtual collaboration participants by helping to spur interactive value creation and innovation (Marheineke 2016).

The benefits of visual thinking to enrich and enhance transnational learning have been illustrated and observed in the course of the authors' ongoing 8-year study of different virtual exchanges between learners situated in the Middle East and North America (Murdoch-Kitt and Emans 2020). This study finds that, in the context of these long-distance intercultural experiences, the tangible and tactile nature of some visual thinking activities can also reinforce the verisimilitude of the collaboration and its participants. To support this process, boundary objects enable learners to exchange knowledge and co-create by navigating compromises and encouraging dialogue, trust- building, and understanding (Nonaka and Takeuchi 1995; Leonard-Barton 1995; Star and Griesemer 1989).

The visual thinking activities in this study offer ways for learners to understand and appreciate their collaborative partnerships beyond the screen and beyond pixels. In observations and qualitative self-assessments of the 230 participants, moreover, many mention that the visual thinking activities had a positive effect on their participation and engagement in the learning environment. In particular, because many of these activities are done by hand using physical materials such as paper, markers, string, or glue, they help learners appreciate the tangible reality of the collaboration. In other words, working with tangible materials in physical space helps otherwise virtual relationships feel less abstract. This presentation discusses the ways in which tangible visual thinking activities can enrich long-distance intercultural learning experiences by improving realism, respect, and equity.

Negotiation of Student Motivation in PBL COIL Courses

Format: Presentation
Track: Student Voices

Authors
Chie Fujikake, *Nanzan University*

Project-Based Learning (PBL) COIL at Nanzan University provides opportunities for students to collaborate with both students overseas and local companies/organizations. In the fall of 2019, the very first three PBL COIL courses were launched at Nanzan University, and students demonstrated a high degree of responsibility and motivation toward the course projects. Some studies have shown that PBL drives students' motivation through a variety of factors such as: the project's authenticity, the teachers/facilitators involved, and the effectiveness of team collaboration. However, focus group semi-structured post-interviews in this study revealed that self-expression or self-recognition is a key factor closely related to external factors mentioned in previous studies to motivate the students to challenge themselves to succeed in their course projects. The focus group interviews were conducted in each of the three PBL COIL courses to provide students with opportunities to reflect on their experiences. The interviews were transcribed verbatim and analyzed for overarching themes using grounded theory. The results indicate that the students were not simply motivated by external factors such as collaboration with people outside campus and how authentic the project itself is, but more so by their intrinsic satisfaction to discover a reason or meaning of their existence. Through the course projects, it was found that the students took part in abundant opportunities to express and recognize themselves in the community enlarged by online tools in contrast to engaging in classroom discussions with their local classmates. This research shows how PBL COIL can be one educational approach that boosts students' motivation and answers deep questions as: "Why am I here?", "Am I needed by anyone?".

Correlational Survey Data for the Guide to COIL VE and the Launch of the COIL Connect Institutional Directory

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors
Jon Rubin, *COIL Consulting*
Sarah Guth, *UNICollaboration*
Alena Anishchanka, *University of Antwerp*

At the first IVEC Conference in 2019, the authors presented insights into the current situation regarding institutionalizing COIL Virtual Exchange world-wide, based on responses to a survey of 160 COILing institutions undertaken during the 2018-19 academic year. This was carried out as part of research for the book they are developing: A Guide to COIL Virtual Exchange. What emerged from the session discussion were possible survey correlations that might give more insight into which actions taken in which contexts are more successful strategies for promoting the institutionalization of COIL Virtual Exchange. For example, to what extent does providing various forms of institutional support for faculty support (stipends, travel, training, tech support, release time, etc.) tend to increase the number of COIL courses that institutions offer? We will share some of these outputs in this session.

In addition to presenting these results, we will also present COIL Connect, a worldwide directory of COILing institutions, that we will launch around the time of the 2020 IVEC Conference. The COIL Connect website will also continuously gather institutional data, like that which we captured in the prior survey. In this presentation, we will demonstrate how this site will work and why a directory of institutions supporting COIL Virtual exchange is especially important during these pandemic times. COIL Connect will also act as a web presence for The Guide to COIL Virtual Exchange (due out in April 2021) as it will allow the book text to be regularly updated.

Peace for people: working towards quality education for all

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Simon Ensor, *Université Clermont Auvergne, Laboratoire de Recherche Sur le Langage*

Santosh Bidari, *Peace For People, Nepal*

Terry Guirado, *Peace For People, France. Laboratoire AME2P, Université Clermont Auvergne, France*

"The fact that educators can now reach out to thousands also means that they need to slow down, to invite participants from different contexts for genuine participation, to listen and learn from others, to enrich their own understanding." (Bali, Sharma, 2014)

How can "Global Northern" and "Southern" educators, associations, and volunteers mutually benefit from working together online and offline to improve education in their respective contexts? How can they navigate cultural, linguistic, material, technological, and institutional differences and barriers? How can they work together not only to extend access to education but to enrich it meaningfully? A serendipitous meeting on social media in 2014 between a French based English language teacher, active in online critical digital pedagogy communities and a Nepalese activist of a non-government association involved in educational development in a rural region of Nepal led to unpredictable outcomes. In 2018 one of the teacher's French students went to work in Nepalese rural schools as a volunteer. Since his return, dialogues within and between our respective contexts have deepened. We are beginning to better appreciate our bonds and our differences and to map out new educational actions. Using methodology inspired by Nexus analysis (Scollon and Scollon, 2004) we attempt to identify evolving discourses, differing perceptions of actors and changing interaction orders in our local educational contexts, using diverse qualitative and quantitative data sources including autoethnography, participant reflection, narrative and interview. In this necessarily offline/online session, connecting voices in the UK with those from France and Nepal, we will attempt to present the diverse impacts of our cooperation so far and share our emerging visions as to what "Quality Education for all" might mean and how we might act to enable it.

Preparing students for intercultural and transdisciplinary competencies through collaboration between faculty and librarians across countries

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Ann Giralico Pearlman, *The College at Brockport State University of New York*

Jie Zhang, *The College at Brockport State University of New York*

Jennifer Little Kegler, *SUNY, Brockport*

Global learning competencies are considered one of the essential skills of successful employees (Farrugia & Sanger, 2017). In order to better prepare students to become world citizens and to meet the challenges caused by globalization, many colleges and universities in the United States of America actively seek international partners and offer technology enhanced virtual exchange courses (Zhang & Pearlman, 2018).

State University of New York (SUNY) Brockport is committed to preparing students to be world citizens. In addition to study abroad programs and international student recruitment, Brockport partners with international institutions' faculty and students across disciplines through virtual exchange courses, to provide students with experiences that prepare them the skills to work in a global economy. The virtual exchange courses at Brockport have grown from one course with 20 students taught by one faculty in 2012 to 12 courses with 900 students taught by 13 faculty across eight disciplines in 2019, and it continues to grow (Zhang & Pearlman, 2018).

Despite the increasing number of virtual exchange courses at Brockport, the questions of how to support students to learn intercultural and transdisciplinary competencies, or their "ability to understand and respect different cultural and disciplinary contexts and viewpoints" (Farrugia & Sanger, 2017, p. 7), that goes beyond stereotypical information through valid research and how to measure their learning outcomes, remain unanswered.

To solve this problem, a Brockport librarian worked with two faculty to develop an online library research guide for students to learn reliable and valid research-based information on countries and cultures, which could be used by any discipline and for both USA and International campuses.

The presenters will showcase the library guide, the activities and assessments they used in their virtual exchange courses to help students develop intercultural competencies and to measure student learning outcomes (SLOs).

Representing Realities and Building Empathy through a Comparative Study of Popular Cultures

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Ilka Kressner, *University at Albany, SUNY*

José Luis Jiménez, *Catholic University Andrés Bello*

During our 6-week Collaborative Online International Learning module (Oct-Nov 2019), 58 students jointly developed task-based projects on expressions of popular culture in Albany (USA) and Caracas (VZ). In teams of 7-8 participants, learners from both countries reflected on variations of the popular through descriptive and critical reflections, the drafting of a joint video script, and creation of 10-minute video that focused on popular expressions in both cities (indie music, graffiti and other street art, inclusive performance spaces, community sites etc.). Students age ranged from 19-71 years, they came from eight different countries in the Americas (North and South), and their educational levels ranged from undergraduate to graduate (Master's and Ph.D.). All were native or fluent speakers of Spanish.

We experienced the topic of popular culture to be exceptionally well poised to help represent everyday realities and build empathy and transcultural understanding through written reflections, interviews, and joint final projects in the form of documentaries that included "slices" of life from the two different realities. While from a historical perspective, popular cultural production has often (rightfully) been criticized as partaking in imperialist endeavors and highlighted dichotomies (think of Walt Disney's work during the Cold War that offered Latin America as a fantasy land and celebration of the pleasure principle freed from ethical considerations and responsibility), the small- scale, everyday popular cultural productions discovered in our module, highlight instead similarities in variations, helped students discover novel terrain within their own contexts and vice versa find common ground in the new context. In their exchange, they actively created a shared "third" culture of collaboration. The critical examination of the popular within a virtual learning environment helped foster empathy towards transcultural awareness and equitable collaboration.

Setting Internal Quality Assurance Standards in Virtual Exchange Programs

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors
 Maria De Lurdes Martins, *Polytechnic Institute of Viseu*
 Regina Brautlacht, *Bonn-Rhein-Sieg University of Applied Sciences*

Virtual exchange projects (VEP) are envisaged as a groundbreaking practice that has allowed Higher Education Institutions (HEI) to adapt and thrive in the changing academic landscape, marked by globalization, interdependence and rapid digital transformation. Developing quality assurance standards for these new digital learning environments is a major concern expressed by education experts (Ramplet 2019). In order to support, sustain and ensure purposeful design, implementation and assessment of virtual exchanges, quality assurance, must be an ongoing concern.

In an initial phase of the VEP and given that participating students and coordinators are from different disciplines, it is crucial to ensure coherence between the project goals and activities and students' course units in each country and then establish shared learning outcomes.

Access to varied digital infrastructure and digital literacy skills, require different support mechanisms to ensure that the digital divide does not eliminate participation. It is crucial to address differences and to tailor the support structures according to the country and institutional needs. The project coordinators have developed detailed guidelines for students, where information can be found on a myriad of aspect such as the project schedule, task description, the way student groups will be built, how communication (both synchronous and asynchronous) will be ensured, as well as some guidelines on online etiquette, assessment and tracking of completed tasks.

This paper reports on the continual process of setting internal quality assurance standards based on the lessons learned from six years of implementing three different virtual exchange projects within Europe, North America and Africa. It highlights the changing approaches to digital skills training, design of the projects depending on several criteria. Finally, it also shows from the data collected how student learning outcomes have varied and that standardization is an important element in developing quality education in virtual exchanges.

Sinking or Swimming: Results from a deep dive into intercultural assessment tools for COIL/Virtual Exchange

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors
Jan McCauley, *SUNY COIL Center*
Chilton Reynolds, *SUNY Oneonta*

The COIL/Virtual Exchange community of practice is interested in developing a consistent research agenda combining quantitative and qualitative data to build a more complete picture of the field. Through engagement with players representing a cross-section of international educators, virtual exchange practitioners, and research experts, the SUNY COIL Center has begun a global conversation around research design and information sharing. Among the many questions being asked are: How to create/support a global community of practice? How to best map the typologies of virtual exchange/COIL? How to ensure that assessment tools are capturing comparable and impactful information? And what are the best methods to coordinate research efforts within the field?

The international education community is becoming increasingly aware of the need to provide all students with intercultural experiences within the curriculum of higher education, regardless of their ability to engage in traditional mobility-based programs. Virtual exchange has emerged as a leading model for embedding collaborative international teamwork in the classroom. What is less defined in this burgeoning field is how to align research and assessment efforts across the widely varied versions of COIL/VE work in order to build a base of data and knowledge that can be used and shared in support of this work around the world.

This session will provide participants with an overview of the most commonly used tools and questions used in COIL/Virtual Exchange experiences to assess intercultural competency development among students. Resulting from a deep dive into available assessment tools, the presenters will engage participants in a discussion of pros and cons of various assessment types (quantitative, qualitative, pre-/mid-/post-, etc.), methods for sharing research and data, and goals for better realizing the intercultural competency development that we see anecdotally occurring in these exchanges.

Situating Virtual Exchange within International Education: Advocating with Research

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors
Jami Leibowitz, *East Carolina University*

For those not directly involved with it, virtual exchange is often viewed as this little activity faculty do on the side. Worse, it may be viewed as an activity that somehow takes away from other international initiatives on campus. In this presentation we will try to situate virtual exchange in the broader field of international education. This presentation will focus on the results of three research projects being conducted at East Carolina University. The first looks at the impact of virtual exchange on subsequent study abroad. The second evaluates students' perceptions of intercultural ability prior to engaging in international education activities. The third compares student learning outcomes for different forms of international education (semester exchange, short term study abroad, and virtual exchange). We will then discuss how data like this can be used to advocate for support and the integration of virtual exchange into a comprehensive internationalization plan.

After attending this session attendees will be able to:
- Summarize the research efforts made by East Carolina University to evaluate virtual exchange's relationship to the broader field of international education.
- Recognize the importance of data in promoting virtual exchange.
- Articulate the value of virtual exchange in achieving internationalization goals.

Supporting intercultural communication with visual information in virtual exchanges: when a picture paints a thousand words

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors

Marta Fondo, *Universitat Oberta de Catalunya*

Virtual exchanges based on synchronous video communication allow learners to benefit from online intercultural experiences with a high degree of interactivity (Wang, 2004). Video conferencing tools allow synchronous audiovisual and non-verbal communication as in face-to-face (FTF) situations (Kock, 2005) which provides learners with a "real-world like" interaction. However, synchronous video communication differs from FTF communication because participants are not in the same physical space during interactions (Canto et al. 2013). Hence, visual communication in video conference misses the 360 contextual space so non-verbal information can be partially lost (Bryson, 1996; Mass and Herzberg, 1999). However, technological restrictions during interaction can be compensated by media users as they adapt their communication behaviour (Carlson and Zmud, 1999; Walsh, 2018). This is the case of the present study which focuses on visual communication in video conference between speakers of different languages and cultures. The study analyses the use of the video camera by learners to support oral communication with visual information which is present in their physical spaces. Forty video-recorded intercultural activities carried out by 30 pairs of undergraduate students in Spain, Ireland, Mexico and the United States were analysed through observation techniques. Results show how visual support actions (VSAs) – when learners make visible, on camera, the required information to support the conversation - are a new digital non- verbal communication which supports intercultural communication in the foreign language blurring the contextual physical restrictions of video conferences. Moreover, the study shows that VSAs are a new way of online self-disclosure, a process of communication through which one person reveals information about himself or herself to another (Sprecher, Treger, Wondra, Hilaire & Wallpe, 2013), as they mainly aim to share personal information.

Sustaining and Scaling Up Virtual Exchange at an R1 University

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Lena Suk, *The University of Texas at Austin*

Stephanie Holmsten, *The University of Texas at Austin*

The University of Texas at Austin has supported a virtual exchange program since 2017. Through course development funds, the international office, called Texas Global, incentivizes instructors to initiate virtual exchange courses with their international partners. At a large R1 institution, Texas Global can rely on a significant population of faculty who have pre-existing international contacts and often, autonomy to propose innovative and creative courses. This faculty-based approach has yielded an enthusiastic and multi-disciplinary cohort of faculty that spans the humanities, sciences, engineering, and more. However, faculty at a large R1 university also face institutional barriers, including lack of administrative recognition for their teaching achievements, decentralized or absent support for classroom technology, and curricular requirements that do not include internationalization or virtual exchange. In addition, there is competition for faculty participation from multiple programs that support international activities on campus. Based on several years of qualitative interviews with participating instructors, this presentation will present the advantages and barriers to sustaining a virtual exchange program based on faculty-led initiatives in an R1 context. It will also brainstorm solutions for how to market, sustain, and scale up virtual exchange while still adhering to a program based on the faculty-led model.

The 'I' in Food Stories: Digital Storytelling for Making Meaning in a Lao-German Virtual Exchange

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Silke Bartsch, *Technische Universität Berlin*
Pisavanh Kittirath, *Savannakhet University*
Heike Mueller, *Technische Universität Berlin*
Chandokkham Youyabouth, *Savannakhet University*

Meaning making is considered a key component for learning and a crucial point for Virtual Exchange (VE). Notably, VE has been characterized by its "defining feature the ability to unite learners from classrooms around the world in meaningful computer-mediated tasks and activities" (Jager et al. 2016, 33; also Turula et al. 2019). On this matter, providing learners with the opportunity to have "meaningful intercultural experience" is a guiding idea (EVOLVE 2018). However, supporting meaning making is rather complex. Furthermore, a branch of research looking at "tensions in VE" has emerged (e.g. Helm 2015, Ware 2005). Müller-Hartmann (2018) stresses the significant role of task and design in VE (cf. The EVALUATE Group 2019). However, this can be challenging especially with learner groups from diverse cultural contexts with respective barriers.

The aim of our project is to encourage students to explore food in their daily lives and exchange their insights for reflecting on their own food behavior. In the domain of nutrition and consumer education, supporting meaning making in VE with Digital Storytelling (DS) is a new approach. Thus, this paper reports on our VE, in which students in Food Sciences/Education from Laos and Germany research issues of global food consumption (Sustainable Development Goal 12, UN 2015) in an inquiry-based learning setting. They process their findings in short video narratives as 'exchange products' and basis for online discussion. DS is commonly used both for giving a voice to stories with personal meaning and for disseminating content (Robin & McNeil 2019). Nevertheless, there has been little research on DS in VE. Consequently, we examine on the question what DS can contribute to learning in VE. Specifically, this literature-based study highlights aspects of mediation and positionality (cf. Helm 2018). Additionally, we present first qualitative results of a participant survey and the Lao/German teachers' experiences.

The COIL/Virtual Exchange Coordinator: Toward the Establishment of Professional Standards of Practice

Format: Presentation

Authors

Stephanie Doscher, *Florida International University*

Just as the field of internationalization of higher education has evolved significantly over the last 20 years, so too have the roles professionals play within it. For example, the position of Senior International Officer (SIO) is a fairly recent invention, with standards of practice adopted by the Association of International Education Administrators (AIEA) in November 2016 and updated as recently as 2019. One of the newest positions to emerge in the field is that of the COIL/Virtual Exchange Coordinator. As institutions seek to expand COIL/Virtual Exchange throughout the curriculum and link it to other aspects of their internationalization strategy, increasingly a coordinator is appointed to manage and lead these efforts. Appointees often learn on the job and their position description and responsibilities evolve out of necessity rather than in accordance with generally accepted standards of practice. In this fully interactive session, the presenter will involve participants in a discussion and brainstorming session to draft a list of common responsibilities and necessary knowledge, skills, and dispositions that characterize successful COIL/Virtual Exchange Coordinators. The session's goal is to promote a field-wide conversation to advance the professionalization of the role of COIL/Virtual Exchange Coordinator, with an eye toward someday establishing standards of professional practice. Such standards will enable institutions to better identify individuals to fill this new role and help those who aspire to it to better prepare themselves for the job. To organize the brainstorming process and provide consistency within the field, the presenter will group participants' ideas using the four categories that comprise the AIEA Standards of Professional Practice for SIOs: internationalization expertise, leadership and management, advocacy, and personal effectiveness. Other organizational categories may be added, if needed. The session's results will be collected and compiled into a submission for publication to the Journal of Virtual Exchange and/or other relevant venues.

The development of a teletandem network. A case study

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors
Marco Cappellini, *Aix Marseille Univ, CNRS, LPL*

We aim at describing the development of a teletandem network in both its pedagogic and institutional dimensions over three years.

In the first part of our presentation, we will present the principle of the tandem method in foreign language learning: learner autonomy and reciprocity. Then, we will present how the tandem method was adapted to different forms of Computer-Mediated Communication, taking the name of eTandem for written CMC (O'Rourke, 2007) and of teletandem for audiovisual CMC (Telles, 2009). We will also point to some recent research results on these environments (Funk et al., 2017; Tardieu & Horgues, 2020).

In the second part of our presentation, we will present the introduction and evolution of the teletandem network across three years, linking it to the political strategies at work in the universities involved. We will show how the networked started with 3 universities, then expanded to 5 and finally to 11. We detail how the initial model was bended to meet the needs and constraints of the different partners. We will also show how the choice of partners was made in two ways: either through personal contacts at international conferences, or through the universities policies of internationalisation, especially within the framework of an Erasmus + project for a European University.

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The Global Goals: Integrating the UN Sustainable Development Goals in COIL collaborations

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Mary Lou Forward, *SUNY COIL Center*

Keiko Ikeda, *Kansai University, Institute for Innovative Global Education*

Barbara LeSavoy, *SUNY Brockport*

The United Nations Sustainable Development Goals (SDGs) are called "the blueprint to achieve a better and more sustainable future for all". Goals include critical challenges facing the world today, including climate change, inequities, sustainable economies, peace and justice, poverty, and health. Many COIL collaborations include a focus on one or more of the SDGs, prompting students to develop a greater sense of what the issues are from different global vantage points, and serving as a call to action. By explicitly addressing one or more of the SDGs in these COIL collaborations, students are exploring these issues from both local and global perspectives and creating approaches to address these goals that consider the impacts and consequences of both action and inaction on communities in different parts of the world.

This session will address how a focus on the SDGs can help students understand complex global issues and inspire them to take action. Case studies of successful COIL collaborations that have incorporated a focus on SDGs will be presented: (1) SUNY Brockport: Global Perspectives on Women and Gender class partnered with Novgorod State University in Velikiy Novgorod, Russia, with a particular focus on SDG GOAL 1: No Poverty, GOAL 2: Zero Hunger, GOAL 3: Good Health and Well-being, GOAL 4: Quality Education, and GOAL 5: Gender Equality. Students were asked to map these SDGs amidst country perspectives and tensions and as understood differently across geographies of person and place. (2) Kansai University: "Field Based Learning" partnered with James Madison University "Honors Global Studies", during which "wicked problems" found locally were discussed, and students were asked to relate these problems to the global SDGs.

Discussion will include alignment of the SDGs to greater institutional strategies, developing appropriate activities and discussions, and the benefits and limitations of SDG focused collaborations.

The Impact of Global Classrooms in First-year Courses: Knowledge, Skills, Attitudes, Global Engagement, and Career Influence (A Five-year Study across Four Institutions)

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors
Dana D'Angelo, *Drexel University*
Jodi Cataline, *Drexel University*
Emilee Simmons, *Strathclyde University*

This session will present results of a five-year research study tracking student participants in a global classroom (GC, also known as COIL or IVE). These students were all enrolled in the GC the first term of their freshman year at university, specifically in a Business Foundations course averaging 20 students per section. Drexel University LeBow College of Business (U.S.) partnered with Leeds University (U.K.), Berlin School of Economics and Law (Germany) and Amsterdam University of Applied Sciences (Netherlands) on several GC student team projects from 2014-2019. The research includes both qualitative and quantitative data. Post-participation reflective reports were reviewed and analyzed for themes in knowledge, skills and attitudes developed and strengthened from the GC experience. Quantitative data analyzed included the subsequent global engagement activities participating students completed in the following years preceding graduation. The activities tracked included international mobility (internships, study or service abroad); participation in additional GC courses; declared international-related majors or programs of study; and significant global co-curricular engagement. Finally, career influence was assessed both qualitatively and quantitatively three years after the GC experience occurred, looking at retention and integration of GC learnings in jobs or post graduate studies.

Results were compared to non-GC sections of the course, and benchmarked against national averages or peer institutions. The evidence supports the value of offering a global classroom experience particularly at the onset of a student's academic career. Students in the GC course have above national average participation rates in global engagement, and they show exceptional achievement in on-campus involvement. Participation is also a key driver in their leadership activity and career selection, and is a distinguishing aspect during the job search and placement process. Authors will also share methodology, insights and next steps - including ongoing program improvement.

The Multi-disciplinary approach to an Interdisciplinary Virtual Exchange

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Paula Fonseca, *Polytechnic Institute of Viseu*

Kristi Julian, *Middle Tennessee State University*

Maria De Lurdes Martins, *Polytechnic Institute of Viseu*

Regina Brautlacht, *Bonn-Rhein-Sieg University of Applied Sciences*

Wendi Hulme, *Conestoga College ITAL*

New communication technologies are changing the way we work and communicate with people around the world. Given this reality, students in higher education (HE) worldwide need to develop knowledge in their area of study as well as attitudes and values that will enable them to be responsible and ethical global citizens in the workforce they will soon enter, regardless of the degree. Different institutional and country specific requirements are important factors when developing an international virtual exchange program (VEP). Digital learning environments such as ProGlobe – Promoting the Global Exchange of Ideas on Sustainable Goals, Practices and Cultural Diversity offer a platform for collaborating with diverse students around the world to share and reflect on ideas on sustainable practices. Students work together virtually on a joint interdisciplinary project that aims to create knowledge and foster cultural diversity. This project was successfully integrated into each country's course syllabus through a common global theme sustainability. The focus of this paper is to present the multidisciplinary perspectives on the opportunities and challenges in implementing a virtual exchange project in HE. Furthermore, it will present the challenges that country coordinators dealt with when planning and implementing their project. Given the disparity found in each course syllabus, project coordinators uniquely handled the project goals, approach and assessment for their specific course and program. Not only did the students and faculty gain valuable insight into different aspects of collaboration when working in interdisciplinary HE projects, they also reflected on their own impact on the environment and learned to listen to how people in different countries deal with environmental issues. This approach provided students with meaningful intercultural experiences that helped them link ideas and concepts about a global issue through the lens of their own discipline as well as other disciplines worldwide.

The multiple meanings of negotiation in telecollaboration

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors

Laura Rampazzo, *Universidade Estadual Paulista Júlio de Mesquita Filho (UNESP) / Instituto Federal de Educação, Ciência e Tecnologia de São Paulo - IFSP*

Solange Aranha, *Universidade Estadual Paulista Júlio de Mesquita Filho (UNESP)*

Literature in telecollaboration has focused on four broad areas: second language proficiency; intercultural communicative competence; learner autonomy; and digital literacies (LEWIS; O'DOWD, 2016). Among these, many studies have explored the role of negotiation of meaning in virtual exchanges. However, there seem to be a lack of studies that investigate negotiation of other aspects of a telecollaboration, one of the exceptions being Fuchs (2016) . Sharing Blake's (2000) understanding that negotiation happens when participants "suspend the normal flow of the conversation or 'push-down', as it were, from the discourse of the task itself (...)" (p. 121), we argue that partners involved in virtual contexts may have to suspend the conversation to negotiate other issues of the activity. We present an analysis of 10 synchronous meetings between partners from the telecollaborative initiative named Teletandem (TELLES, 2006), the initial Teletandem Oral Session (iTOS), available at Multimodal Teletandem Corpus (MulTeC) (ARANHA; LOPES, 2019), aiming at illustrating the moments in which discussion about a topic is suspended so that participants may negotiate other matters besides meaning before resuming conversation. In this presentation, we adopt an understanding of genres as communicative events organized in rhetorical actions, which are used by members of a discourse community to achieve their communicative purposes (MILLER, 1984; SWALES, 1990). According to Moreno and Swales (2018), the identification of rhetorical actions is based on the researchers' interpretation of the communicative function that the action seems to fulfil. Our analysis of iTOS rhetorical actions showed that one of the actions employed by participants is that of negotiating and that, in telecollaboration, partners not only negotiate meaning, but also technical issues, the language they will use to communicate, the schedule, and the tasks they need to develop, for instance.

The power of one: Understanding the role of change makers in institutional uptake of Virtual Exchange.

Format: Presentation

Authors
Gerdientje Oggel, *University of Groningen*
Juan Albá Duran, *University of Grongingen*
Sophie Millner, *Sharing Perspectives Foundation*

Virtual Exchange (VE) and similar models of online intercultural collaboration, have evolved from innovative, bottom-up forms of international teaching, to a practice that has caught the attention of both university management and policy makers outside academia (Helm 2018).

Research into the institutional adoption of other innovative educational practices such as Blended Learning, have shown that bottom-up actions and top-down policies often do not meet each other (Graham, Woodfield & Harrison 2013). In addition, Casanovas (2010 and 2011) found that innovation adoption models focus on individual or organisational adoption without describing the transition from individual implementation to institutionalisation.

In this presentation, we will report on a multiple, descriptive case study conducted in the context of the European funded EVOLVE project about the institutional uptake of VE at a number of selected Institutions of Higher Education in Europe. Our aim has been to unveil the motivations and steps taken by different change makers to make transition from individual adoption towards institutionalisation of VE possible.

Broad internationalisation strategies in Higher Education, such as Internationalisation at Home (IaH), Internationalisation of the Curriculum (IoH) and more recently also Sustainable Development Goals, have been identified as the main reasons why university management is interested in VE.

These developments have significantly increased the chances for VE to become an institutionally embedded practice. Nonetheless, the lack of institutional commitment and collaboration between key stakeholders, seem to show an institutional interest in VE that is primarily based on the fact that "it ticks all the right boxes in terms of internationalisation of higher education" (Helm 2018: 56).

Therefore, our case studies aim to identify key actions and moments in the efforts of change makers to (further) stimulate and implement an already emerging transition of VE as an institutionally recognised and supported practise at European Universities.

The Role of the Chief Diversity Officer in Virtual Exchange

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Andrea Thomas, *The State University of New York*

This presentation submission stems from a thematic dissertation synthesizing assets and tactics used as strategy by a large comprehensive university system to engage key stakeholder populations at network campuses to integrate COIL at their institutions. The study focused on the role of the Chief Diversity Officer as a key stakeholder in the implementation of virtual exchange programs and explored developments in staff support, global engagement and program administration, to assemble comprehensive resources. Access and inclusion for global engagement is an important consideration for higher education institutions in developing students for the 21st century workforce including the digital, knowledge and gig economies. Virtual Exchange programs provide a method for global engagement.

A study by the London School of Economics and Political Science (Helsper, 2008) conducted an analysis of social disadvantage and the information society. An emerging body of evidence shows those who suffer social disadvantage such as limitations in skill, health or income tend to be excluded from the information society. The report found that ICT deprivation can be linked to 20th century social inequality to deepen exclusion. Where, previously, workforce competitiveness was contained by geographic reach, employment opportunities have expanded reach to rural areas, offering jobs to previously disadvantaged communities (Schwab, 2016). The responsibility of higher education institutions to cultivate opportunities for advancement in the 21st century has met constraints. To prevent economic disparity, digital inclusion is an important consideration in educational planning and curriculum development. Limitations in access to 21st century skill development through educational opportunity produce long-term economic disparity (Schwab, 2016).

Think Global Act Local: Sustainability Education through Collaborative Online International Learning (COIL)

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors

Jacqueline Salmond, *Florida Gulf Coast University*

Within sustainability education, a global perspective on issues is particularly important as concerns are global in nature and communicating the scale of problems is a central part of understanding the issues (Gaudelli and Lan, 2016; Cotton and Winter, 2010). Two such global concerns were the subject of a COIL collaboration between students at Florida Gulf Coast University in the U.S. (FGCU) and the ARA institute in New Zealand. Both locations have comparable local issues related to impacts from climate change and water quality concerns caused by similar factors. These parallels allowed students to discuss their local issues, educating their student partners, as well as gaining a global perspective of the sustainability issues faced. This session will discuss initial findings from this first COIL partnership as well as plans for evaluating success of communicating global issues to students in future collaborations.

The students at the ARA institute were part of a sustainability major and the students at FGCU were upper level mixed major students taking a required sustainability course. Student discourse was evaluated during two synchronous small group discussions as well as debrief sessions, future in- class discussions at FGCU and final research papers. The responses from COIL participants were compared to those of a cohort class which did not participate in the COIL collaboration. COIL participants were more likely to discuss sustainability issues in a global context and have a wider knowledge of the issue than those students who did not participate in COIL, despite lectures, reading and discussions in both sections which were global in nature. For issues such as sustainability which necessitate a global understanding alongside local action, the COIL collaborative process appears to be a useful educational tool.

Toward a comparative approach to study the development of techno– pedagogic competences for language teaching through webconference

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors

Marco Cappellini, *Aix Marseille Univ, CNRS, LPL*

We describe a research project to study the development of techno-semio-pedagogical competence (Guichon, 2012) for foreign language teaching through webconference. First, we will provide the rationale and scientific objectives of this ongoing research project. We explain the theoretical framework adopted, characterised by an ecological approach to the interactive environment (Cappellini & Combe, 2017). More precisely, in this research project we compare (Cappellini & Azaoui, 2017) data from four telecollaborative projects implementing two telecollaboraiton models: e- or tele-tandem (Telles, 2009) and Le Français en (Première) Ligne (Develotte et al., 2008).
In the second part, we will explain the constitution and annotation of a multimodal and multilingual (French, English, and Mandarin Chinese) corpus for the study of variation in second language acquisition and professional development in language. We illustrate the procedures for the collection of audio, video and eye-tracking data. We also provide details of the annotation of raw data to produce a corpus of analysis drawing on different automatic and semi-automatic annotation tools. Finally, we will provide details of the analytical approach and some preliminary results.

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Towards Leveling the Language Playing-Field Through Technology

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors
 Chilton Reynolds, *SUNY Oneonta*

In 2019 our campus implemented its first COIL project where the students did not have a common language to work in. Up to that point we had required all students from both institutions to have a basic understanding of the English language to participate in the collaborative project. But in 2019 we were presented with a grant opportunity where our students would need to work with students that had no experience speaking English.

We found this to be an opportunity to explore both the capacity of our students, faculty, and staff for such projects and the possible technology tools that could support such an endeavor. Our campus has always struggled with the requirement to have all students have an intermediate proficiency in English to participate in our COIL projects. It creates an unbalanced power structure from the beginning that is exacerbated by our own students who are not bilingual and don't understand the complexities of students collaborating in a second language. So we were intrigued by the possibility of having all students work through the process of translation together for a successful collaboration. This set off an exploration that continues as more tools are getting better at both static translation of text and live translation of presentations as they occur.

To this end, our campus brought together a team of foreign language professors, student COIL ambassadors, and a technology support team to create an environment to support the students through this project. This presentation will share the resources created and the tools used.

For this presentation participants will:
- Be guided through the resources created for the project
- Received a hands-on demonstration of both text and live translation tools used
- Evaluate the effectiveness and limitations of translation tools for COIL/VE projects

Unlocking CQ for global leadership: A Japan-US case study & experiment

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors
Sachiyo Sekiguchi, *Meiji Gakuin Univeristy*
Mona Pearl, *DePaul University*

When fundamental life and business perceptions and cultural differences are significant, this presents an additional set of possible barriers in the planning, implementation and collaboration phases. Based on Hofstede, Hall, Trompenaars and the GlobeProject, we crafted our digital inclusive collaboration, that merged academic disciplines, using GLE as the foundation to develop and execute deliverables across time-zones and language barriers, and create a practical learning experience for the students to successfully achieve team projects goals and deadlines for marketing across borders.

We will share our measurable research findings on intercultural team and emerging leadership development and the specific skills students had to adapt beyond their level of comfort, to be able to successfully deliver the project. A list of skills, how they were acquired, and their relative importance in the exchange will be discussed.

Higher education institutions have been making concerned efforts to reform their curricula and integrate a more globally relevant outlook to equip students with intercultural, as well as discipline-specific practical skills, and graduate students with competitive skills in the global marketplace. The Japanese Ministry of Education published guidelines to foster globally-minded individuals (MEXT, 2013). At DePaul, the focus is on learning to respect for and learning from the perspectives of others different from themselves, acquire the knowledge of global interconnectedness and interdependencies, and graduate students that can become a steward of global resources for a sustainable future.

The trend is not limited to Japan and the US. With the increase of global interconnectedness, higher education needs to provide students with experiences that prepare them for employability and competitiveness in the global workforce and the search for global talent.

Using Open Educational Resources (OERs) in the international virtual exchange courses: Promoting digital equity and access to international education

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors

Jie Zhang, *The College at Brockport State University of New York*
Ann Giralico Pearlman, *The College at Brockport State University of New York*

Open Educational Resources (OER) "are teaching, learning and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others" (The William and Flora Hewlett Foundation, 2018). The presenters have offered "Introduction to Special Education" and "Advertising and Consumer Culture" with the use of OER to provide the most up-to-date and high quality free materials to students. As a result, the textbook cost has been reduced from about $100 per student to zero. It is estimated that an accumulated saving has reached over $45,000 for two courses since 2016.

The second presenter leads a campus-wide team to explore virtual exchange courses, and has offered "Advertising and Consumer Culture" with the University of Applied Sciences, The Netherlands. The first presenter has offered "Introduction to Special Education" as a virtual exchange course with Malmö University, Sweden and then with São Paulo State University (UNESP), Brazil. The use of OER allows the instructors and students at the partner universities to share materials and to conduct joined assessments through the existing communication tools at no cost.

The presenters will share the journey as they collaborate with international partners, develop globalized curricula, plan and use OER materials, team teach, and produce meaningful student learning outcomes in the virtual exchange courses to expand open, equitable and accessible international education.

Participants will explore concrete examples to prepare for and offer the virtual exchange courses using OER. They will engage in interactive discussions and hands-on activities to take away research- based practice in OER-embedded virtual exchange enhanced courses to help students to increase intercultural and diversity awareness, gain experience in inclusive community building and diverse engagement in a global context.

Utilizing Digital Badges to Facilitate, Incentivize and Showcase Global Engagement at your Institution

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors
 Mara Huber, *University at Buffalo*
 Christina Heath, *University at Buffalo*

Interest in digital badges and micro-credentials continues to build. The idea of badging competencies and allowing students to showcase their accomplishments is inherently exciting. And the modularity of stacking badges toward higher-level skills and competencies offers a path toward customization of student learning and responsiveness to the changing expectations that frame our work. Yet despite the excitement, there remains a collective uncertainty regarding how to tap the potential of this new paradigm.

At the University at Buffalo, through our Experiential Learning Network (ELN), we have been experimenting with digital badges over the past three years, offering a Global Collaboration badge and a Project-Based Collaboration series through our new Project Portal. As we continue to explore the functionalities of our system, and other offerings within the University, we are recognizing great potential but also mistakes that can undermine the value and effectiveness of this approach.

Through this presentation, we will suggest three ways to utilize badges in relation to global learning including facilitation, support and incentivization. Although we often pursue these goals concurrently, it is important to consider them individually when designing systems, programs and offerings. Without addressing each category in turn, it is easy to assume that digital badges, once developed, will fulfill all related expectations, serving as enrollment drivers and resonating with students and employers in compelling ways. These assumptions can undermine the effectiveness of institutional and systems-level investments and therefore suggest the importance of robust and thoughtful design.

Using our own badge system as a point of exploration, we will address the distinct functionalities associated with digital badge design and offer strategies for creating, administering and scaling within distinct institutional contexts and cultures. Participants will be encouraged to explore possible applications within their own areas of work along with systems-level supports and opportunities.

VE: From students' expectations to perceived outcomes

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors

Elke Nissen, *Université Grenoble Alpes*

Catherine Felce, *Université Grenoble Alpes*

Catherine Muller, *Université Grenoble Alpes*

Augustin Lefebvre, *Université Grenoble Alpes*

Virtual exchange (VE) is a constantly growing pedagogical practice, and so is research on VE (O'Dowd & Lewis, 2016). In this field, research is often based on case studies, which allow to gain deeper insight into a specific exchange, but do not provide a broad and more generalisable perspective on VE's potential. Our study is conducted within an Erasmus+ project, Evolve (Evidence-Validated Online Learning through Virtual Exchange), that aims at gaining evidence for the benefits of VE in Higher Education on a larger scale in various disciplines.

By comparing students' initial learning objectives at the very beginning of a VE and what they consider to be the benefits once it has ended, the study we will present intends to identify trends that are specific for the learners' experience during VE. At the same time, it seeks to provide insights into the factors that might influence the perception of the VE and its scope as a learning experience. The qualitative and quantitative data that is currently collected through surveys and interviews within these VE include open statements from students, as well as items targeting formerly identified factors in the field's literature, such as task design, tools, social presence (Garrison & Vaughan 2008, Kurek & Hartmann, 2016), tuition, etc.

The analysis will focus on the shift between students' expectations stated at the beginning of the VE and the benefits they report to have gained (or not) through their experience. On the basis of preliminary data collection and analysis, we expect to find three main patterns: (1) initial objectives are considered as fulfilled and no other outcome is perceived; (2) students' expectations are unmet, which might be linked e.g. to a perceived low level of their partner's involvement; (3) unforeseen benefits are highlighted, which mainly correspond to disciplinary skills and interpersonal relationships.

Virtual Exchange across disciplines: Reporting on students' discipline- related learning

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors

Juan Albá Duran, *University of Groningen*

Sake Jager, *Speaker, University of Groningen*

Gerdientje Oggel, *University of Groningen*

Now more than ever before, professionals and academics around the world need to work together and across disciplines in order to address major global challenges. The use of ICT for intercultural communication and collaboration in all the fields of human development has become indispensable to make these global collaborations possible (Daim et al., 2012).

Apart from the knowledge and skills related to each discipline, what organizations and universities are demanding are personnel with a wide range of the so called soft or transversal skills (Council of Europe, 2018a; Cedefop, 2020) such as being able to adapt to change or to work and communicate in culturally-diverse teams using foreign languages and ICT effectively. This calls for a bigger inclusion in academia of active learning teaching practices like Virtual Exchange (VE), which prepares students for this kind of global collaboration.

In recent years, this intrinsic potential of VE has been acknowledged also out of the domain of foreign language teaching: New projects and research are being carried out in disciplines without a specific focus on the L2 (O'Dowd, 2018). If teachers from different disciplines become aware of the added value of VE as a tool that provides new international perspectives within their subject matter, it is more likely that they will embrace this form of innovative international teaching (Gregersen-Hermans, 2017; Nghia, 2020).

The main goal of the EU-funded project EVOLVE is to mainstream VE as educational practice in HE institutions across disciplines, working towards a University which is able to offer students from all disciplines an international learning experience. In this presentation we will share the preliminary results of our research on how VEs carried out in diverse disciplines contributed not only to students' transversal skills, but also to their discipline-specific skills and knowledge.

Virtual Exchange and the skills of the modern workplace

Format: Presentation
Track: Evaluating the Impact of VE through Research

Authors
Robert O'Dowd, *Universidad de León*
Shannon Sauro, *The University of Maryland, Baltimore*

As we prepare students to become not only active global citizens but also effective members of the global workplace, increasing emphasis is being placed on the importance of transversal skills required for effectiveness in highly globalised and digitalised work contexts. These can be defined as skills that are typically related to a particular job or academic discipline and that can be used in a wide variety of situations and work settings (UNESCO, 2013). The Erasmus mobility impact report (2019) quotes outgoing European Commissioner Tibor Navracsics: "Skills such as flexibility, creativity, problem-solving, communication and critical thinking are all part of the blend of competences employers look for – and that enable people to stand on their own feet and take control of their lives" (p.15).

There has been a long held assumption that Virtual Exchange (VE) contributes to the development of students' transversal skills, an argument often used to justify its integration into educational programmes. To date, however, research on VE has primarily concentrated on demonstrating the digital, intercultural and language learning outcomes of online intercultural interaction. Multiyear and multi-site studies have yet to provide conclusive evidence of transversal skill development during VE.

Accordingly, this presentation reports on a study investigating transversal skill development over four years of VEs involving various configurations of partnerships of university classes in Israel, Spain, Sweden, and the United States. Qualitative content analysis (Zhang & Wildemuth, 2009) was carried out on a corpus of over 100 learner portfolios generated during these VEs to identify and categorize evidence of transversal skill development reported by learners. Findings include the frequency of different transversal subskills identified by learners as well as recommendations for better supporting and evaluating transversal skill development in VEs.

Virtual Exchange Humanitarian Health Design Challenges

Format: Presentation
Track: Innovative Pedagogy and Practice through VE | Virtual Exchange and Global Impact

Authors
Meg Glancey, *Johns Hopkins University*
Youseph Yazdi, *Johns Hopkins University*
Mohit Singhala, *Johns Hopkins University*
Sofia Ahsanuddin, *Johns Hopkins University*
Mohammad Darwish, *Johns Hopkins School of Public Health*
Paul Spiegel, *Johns Hopkins School of Public Health*

The Johns Hopkins University (JHU) Center for Bioengineering Innovation and Design (CBID) in collaboration with Shared Studios, Mercy Corps Gaza and the JHU Center for Humanitarian Health and with support from the Stevens Initiative piloted a novel Virtual Exchange Design Challenge (VEDC) program in 2018 and 2019. The program brought together students and community members from Baltimore and partner sites in the Middle East including Gaza and Beirut to design solutions to pressing healthcare issues facing communities at these sites. Participants were asked to complete pre and post program surveys to assess achievement of learning objectives and changes in global competencies. The program was iterated three times, once in Beirut and twice in Gaza and validated that VEDC programs are a viable way to promote global competencies and teach the health innovation and design process. We are proposing to share best practices in organizing VEDCs covering logistics and communication, review the critical content needed for a successful program, and highlight successes and lessons learned from implementing this innovative virtual exchange platform.

Virtual International Exchange as an Antidote to Racial Hypersegregation: One Graduate Student's Vision for Early-Career Research on the Topic

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Janita Poe, *Georgia State University*

Over the last decade, virtual exchange research has expanded to include everything from language acquisition to global workplace training to conflict resolution. Participating groups have grown, too, and now "politically divided, socially divided, religiously divided, culturally divided" (O'Rourke, 2018) from around the world collaborate in VEs.

Another group that can benefit from VEs are the racially divided. With just an invitation to participate, ambitious youth from, say, an all-black urban U.S. school, and an all-white rural Dutch school, can join together in facilitated conversations, blog shares and language-learning sessions. Inspired by their experiences, these youth may then pursue other languages, advanced education, study abroad scholarships and careers with a global focus.

Virtual exchange is poised to become the great equalizer between students who study abroad and those who cannot afford to, or don't even know the option exists. Indeed, robust research on best practices in virtual exchange for hypersegregated populations could help close the cultural competency gap that continues to wedge the world's haves and have nots.

This presentation would include a work-in-progress report on my budding research on VEs for hypersegregated youth and plans for a dissertation study of 11th grade African-American writing students from Coretta Scott King High School in Atlanta, Georgia, USA, and their counterparts in Worden, Utrecht, Netherlands. If accepted, I propose a 12-minute presentation followed by 12 minutes for Q&A with the goal of gathering feedback on my research design, study focus and ways to properly navigate IRB regulations for studies involving minors.

Sources:
Kearney, R. interviewed by Breffni O'Rourke. (2018). Intercultural encounters as hospitality. An interview with Richard Kearney. Journal of Virtual Exchange, 1, 25-39.

We are all different – The importance of the Icebreaker

Format: Presentation
Track: Virtual Exchange and Global Impact

Authors

Alejandra Ortega Legaspi, *Universidad La Salle*

Natural science teaches us that all human beings are equal, and while that is true from the perspective of human rights, it is not entirely true when talking about different cultures since human beings can differ in gender, religious beliefs, customs, way of living, etc.

UNESCO establishes that a Knowledge Society should respect human rights but also embrace diversity and cultural differences.

Virtual Exchange (VE) is based on collaborative online work among students from different countries, however, before a collaboration can start with strangers you need to know them and accept their differences.

During a VE course, the Icebreaker is critical to the success of the course because students learn about each other and myths and prejudices are eliminated. In the Icebreaker students understand that while their classmates are equals from the perspective of human rights, they have completely different cultural backgrounds.

During an Icebreaker the teacher must prioritize 'freedom of speech' and make it clear to the students that during the process they will discover different behaviors, skills, and approaches to work. Teachers should always strive to maintain equality among the members of the course despite cultural differences.

It is imperative that students worldwide recognize the value of diversity but also embrace equality among humankind. The Icebreaker is a crucial step in the VE course because learning about diversity and equality is essential for the success of the course. Furthermore, the Knowledge Societies of the XXI century require that citizens respect and embrace human rights, freedom of speech, equality, and diversity; these are the skills that students are expected to internalize during the icebreaker.

What benefits does a Virtual Exchange offer to students who live and study in a multicultural environment?

Format: Presentation
Track: Student Voices

Authors

Tatiana Bruni, *University College Utrecht*

Mai Thai De Rijk, *University College Utrecht*

This paper discusses the integration of the Erasmus+ VE Connect Global program delivered by Soliya into a new course in intercultural offered at an international undergraduate program in the Netherlands. The course was heavily based on self-reflection and experiential learning, and aimed at highlighting the role of culture, language, and power and how they impact human communication. The focus was on learning and understanding how people manage intercultural communication processes in new situations when strangeness arises.

The experiential learning was provided by the VE program, which is designed to provide participants with an opportunity to establish a deeper understanding for the perspectives of others around the world on important sociopolitical issues and develop 21st Century skills. This VE project included sixteen hours of synchronous facilitated communication, and ten hours for completing asynchronous assignments, including a group project and a final reflective paper. The VE program was one of the graded elements of the course, worth 20% of the final course grade.

In this paper Tatiana (instructor) will briefly outline how the integration of the VE project in the course was designed and what her aims and expectations had been.

Mai Thai (student) will present her experience with the live sessions and tasks and the challenges she faced. Furthermore, she will reflect on the impact that the program has had on her self-awareness and her attitudes for intercultural communicative competence. She will compare her own experience with that of other classmates, based on personal conversations with them and the reflective papers, addressing the use of such programs for individuals with already an intercultural background and upbringing, which was contested.

Finally, Tatiana will reflect on the value of the VE in the context of her course and her typology of students, providing suggestions for integrating such a program in an existing course.

Why you should be VEing with Brazil

Format: Presentation

Authors
Osvaldo Succi Jr., *Centro Paula Souza (FATEC - CESU)*
Ana Cecília Nóbrega, *Universidade Federal de Pernambuco (UFPE)*
Ana Cristina Biondo Salomão, *São Paulo State University (UNESP)*
Maria Leonor Alves Maia, *Universidade Federal de Pernambuco (UFPE)*
José Celso Freire Junior, *São Paulo State University (UNESP)*

In this presentation, we would like to give participants an overview of VE collaboration trends in Brazil and the perspectives from the three major HEIs implementing VE actions in the country. By focusing on coaching and training opportunities for faculty members, expanding VE teams, strengthening relations with consolidated partners, as well as, developing more than 50 collaborations every semester, Brazil is a thriving partner in VE. With both independent and, more recently, coordinated efforts, Brazilian HEIs have been continuously improving the quality of their VE collaborations. In 2013, Centro Paula Souza, a technical 3-year College, launched its first and still active VE collaboration. In 2018, Brazilian Association for International Education's (FAUBAI) created, with the support of São Paulo State University (UNESP) and Federal University of Pernambuco (UFPE), the Brazilian Virtual Exchange Program (BRaVE), a virtual mobility strategic plan focusing on internationalization at home. Not only experience and coordinated efforts make Brazilian HIE attractive for VE collaborations, but also some of the country's peculiarities. For instance, most Brazilian HEIs follow a two-semester academic year (February to July and August to December) which makes it possible for them to collaborate with a diverse range of other international institutions. Also, Brazil's cultural diversity and students' natural motivation to interact with international peers, often help international students transition from a local to more "glocal" perspective of today's interconnected world. Lastly, we expected participants to be able to critically appraise the opportunities that Brazilian HEI offer in terms of quality VE collaborations.

Working with local communities: a collaborative online international experience USA–Brazil

Format: Presentation
Track: Innovative Pedagogy and Practice through VE

Authors

Cristiane Salomé Ribeiro Costa, *Universidade Federal de Pernambuco (UFPE)*
Teresa Patricia Feria Arroyo, *The University of Texas Rio Grande Valley*

The objective of this paper is to present a successful international experience from two different disciplines, involving sustainability and students conducting hands-on projects for two local communities. Those disciplines were part of a Collaborative Online International Learning (COIL) initiative from the State of New York University (SUNY) and happened at two Universities, the University of Texas Rio Grande Valley (UTRGV), USA, and the Federal University of Pernambuco (UFPE), Brazil. Aligned with the United Nation's Sustainable Goals, the main objective of COIL was to stimulate an interactive dialogue about environmental/sustainable issues and community engagement. Students from both universities discussed online in their workgroups to improve their knowledge and be able to propose potential solutions to local community environmental problems in order to reduce or mitigate them. Students were asked to develop a project and implement it in a local community. The communities chosen were the San Carlos Community from Texas and the Juriti community from Brazil. About 30 students from both countries engaged in a collaborative study sharing information in order to develop hands-on projects helping each other to improve their project's methodology and implementation and presenting their project results. Students from Texas developed three projects (1) an organic garden, (2) a pollinator garden, and (3) a shadow area. Students from Brazil built a Playground surrounding a public elementary school using recycled materials and a small flower garden. The successful projects developed showed that integrating community engagement as part of the class helped to improve the students' knowledge about sustainability and made them more aware about the importance of doing sustainable actions.

COIL and Applied Learning: A Perfect Partnership

Format: Poster
Track: Innovative Pedagogy and Practice through VE

Authors
Kjersti VanSlyke-Briggs, *SUNY Oneonta*
Chilton Reynolds, *SUNY Oneonta*

Examining the intersection of Collaborative Online International Learning (COIL) and Applied Learning (AL), this poster will document one college's approach at marrying the two through professional development and funding for faculty. By capitalizing on the wide variations in applied learning including service learning, civic engagement, and common problem pedagogy faculty were able to craft robust experiential COIL courses for students that also fulfilled the State University of New York five criteria for Approved Applied Learning. The poster will display the three tiered funding model and the pathway to professional development, will highlight the required criteria for approved applied learning, will display the crosswalk map between COIL and Applied Learning and will illustrate several examples of courses that were funded through the program. The poster will also highlight a new funding opportunity that will be aimed at previously funded faculty to create a professional learning community to develop a shared metric for evaluation for applied learning courses across campus, including COIL.

Collaborative Online International Learning in Initial Primary Teacher Education

Format: Poster
Track: Innovative Pedagogy and Practice through VE

Authors
Günter Renner, *The University of Erlangen-Nürnberg*

Virtual Exchange offers students the opportunity to enhance their intercultural, digital-pedagogical, and linguistic competences (The Evaluate Group 2019, pp. 25–62).

The Virtual Exchange project on "Primary Education" for primary education students was developed at the University of Erlangen/Nuremberg, Germany, in collaboration with other universities. The project development was third-party funded by the Bavarian Virtual University. It has been offered on the LMS at the University of Erlangen-Nuremberg on a regular basis since the summer semester 2018 and is available to German students and to students at Erasmus partner universities. The lingua franca project is firmly rooted in the curriculum and is scored using ECTS points.

The project highlights the most important developments in primary education in an international perspective. It follows the established task sequence of the Progressive Exchange Model (Müller-Hartmann, O'Dowd & colleagues from the EVALUATE Group, 2017, p. 9). The methodological focus of the project lies on collaboration between students in transnational groups. A tangible outcome of the project is the development of a wiki encompassing the aspects of teaching, and learning in primary education, assessment in primary education, and all-day schools in primary education.

The project was viewed favorably by two external assessors from the Bavarian Virtual University in 2019.

Presenting the project as a poster should open up a direct discussion about the opportunities and limits of Virtual Exchange in initial primary teacher education. It also aims to create opportunities for discussions with interested universities within the sense of a partnering fair.

Literature:
Müller-Hartmann, A., O'Dowd, R., & colleagues from the EVALUATE Group. (2017). A training manual on telecollaboration for teacher trainers.
https://www.evaluateproject.eu/evlt-data/ uploads/2017/09/Training-Manual_EVALUATE.pdf

The EVALUATE Group. (2019). Evaluating the impact of virtual exchange on initial teacher education: a European policy experiment. Research-publishing.net.
https://doi.org/10.14705/rpnet.2019.29.9782490057337

Flipgrid and Virtual Exchange as Tools to Affect Student Awareness of Campus Sustainability

Format: Poster
Track: Innovative Pedagogy and Practice through VE | Virtual Exchange and Global Impact

Authors

Amanda Brinton, *University of Florida*

During the fall semester of 2019, virtual exchange was used in the class Solid Waste Management in Developing Countries at the University of Florida. Nineteen University of Florida students collaborated with 18 University of the Andes students in Colombia during a three-week planning project based on the course's behavior change module. These students were separated into four different groups, consisting of 4-5 students from each university representing an average group number of 8-10 students. These students then had a weekly virtual exchange meeting through Zoom where each week they were given discussion topics before the meeting. Then after the meetings, each student had to leave a 1-3-minute video reflection on Flipgrid and watch and comment on two other classmates' reflections that were in two different groups. Therefore, the students had an idea of what three of the four groups discussed each week and how the different group meetings went. In addition, the groups also had weekly individual or group deliverables that targeted different learning and project planning outcomes. The content of the poster will include information relating to the description above focusing on the use of Zoom and Flipgrid and how and why those platforms were used. The use of Flipgrid allowed each one of the students' voices to be expressed and heard. In addition, after each Zoom meeting, the students had to submit a recording which allowed for unique observation. A poster presentation is preferable to present this information because of the nature of the content. With a poster presentation, I can show people in detail how I used Flipgrid and review some of the students' reactions along with discussing some of the rewarding and challenging aspects of coordinating a virtual exchange class project.

Here be dragons: The practice and impact of sharing stories through VE on American and Japanese students

Format: Poster
Track: Innovative Pedagogy and Practice through VE

Authors

Patch Clark, *East Carolina University*
Eleanor Kane, *University of Shimane*

Since 2012, the School of Theatre and Dance at East Carolina University and the Faculty of Policy Studies, University of Shimane, Japan have conducted virtual exchange with the emphasis on learning about each other's cultures, stories, interests all tied together through the investigation of literature, stories, and songs. Through VE, the two universities have seen groups of students exchange experiences in the Global Classroom and then graduate into the post-graduation life and work field. This paper will investigate not only the present linking practice and this semester's theme of "Dragons from Around the World" in literature and folklore, but the impact of global linking on the future of our students. Such questions as, "How will you use your experiences in global exchange in the post-graduation world and workforce?" and "What insights have you gained about another culture through the study of their stories and how might you use this knowledge in your chosen professional world of study not only now, but in the future?" This poster will explore the insights of students as they identify ways in which they might implement and incorporate shared global learning into everyday life and/or professional work. This semester, the partnering students will explore dragon tales from around the world and identify common features, themes, and practices, as well as create a collaborative performance piece to be shared with other countries, as they work together to understand different peoples and nations. Finally, student voices will express not only the visions of the present in linking, but ideas for the future in applying their experiences to the professional world to promote global understanding. This poster will show how faculty from diverse backgrounds can create meaningful VE that not only fosters global understanding but allows students to share their specialist knowledge with overseas peers.

Implementing Standardized Learning Objectives Across COIL Courses

Format: Poster
Track: Evaluating the Impact of VE through Research

Authors

Natalia Dyba, *University of Washington Bothell*

This poster will illuminate the process of developing standardized learning objectives for all COIL courses at the University of Washington Bothell (USA) and invite participants to discuss the merits and challenges of having learning objectives that are common across disciplines.

After five years of supporting instructors in the development and implementation of virtual exchange modules in their courses, and inviting them to write their own learning objectives, the COIL Fellows Program design team at the University of Washington Bothell decided to propose standardized learning objectives that would be applied across all COIL courses at the institution. The following reasons drove this change in practice:

- To set clearer expectations for the type of learning inherent to the COIL pedagogy;
- To ensure higher quality and consistency across COIL courses;
- To enable programmatic level assessments;
- To (eventually) pursue a COIL course designation, which will require LOs in order to secure approval by various curriculum committees.

The proposed learning objectives were based on the AAC&U's VALUE rubrics for Global Learning and Intercultural Communication, as well as trends found in actual learning objectives developed by previous UW COIL Fellows for their COIL courses. They were vetted by COIL practitioners and a faculty and staff advisory board.

Learning Objectives for COIL Courses
Through participation in Collaborative Online International Learning activities built into the course, students will be able to:
Identify (and then synthesize) similarities and differences in cultural, political, and social perspectives on the subject matter across COIL partners (Perspective Taking).
Articulate new insights into their own identity (Cultural Self-Awareness)
Negotiate differences in communication to achieve a shared outcome (Intercultural Communication).

The expectation is that individual faculty adapts the language to fit their specific course. A standardized evaluation rubric was also developed as an adaptable tool.

Internalization @t home: a curricular opportunity to approach digital health and global health crises

Format: Poster
Track: Virtual Exchange and Global Impact

Authors

Rosalie Belian, *Federal University of Pernambuco*
Laura Geer, *SUNY Downstate Health Sciences University*

This work intends to describe a one year long experience of virtual exchange between the School of Public Health of SUNY Downstate Health Sciences University (New York / US) and the Medicine School of Federal University of Pernambuco (Recife / Brazil). Digital Health technology had its potential recognized by the World Health Organization to improve SDGS, regarding the "support of health promotion and prevention, improving accessibility and quality of health services". Considering the current scenario of the worldwide public health, its essential to develop human resources better prepared to face its challenges. Cross-cultural experiences have an important role, in this matter, considering the need to form health professionals capable of working in heterogeneous international teams. Programs based on internationalization at-home are today a feasible way to overcome the universities' barriers to send their students to study abroad. In the last year we had twenty Brazilian students enrolled from several undergraduate courses such as Medicine, Nursing, Physiotherapy, Biomedicine, Dentistry, Information Systems and Social Sciences. Due to limited enrollment in the host course in the US, only 2-5 American students from the Public Health graduate-level course participated over the two semesters. Students were stimulated to discuss technology impacts on society and human behavior. Themes such as: health sustainability, globalization, mobility, big data and data science, artificial intelligence, IoT and personalized health were discussed. Using a kind of flipped classroom teaching method, classes were driven to achieve pre-defined learning goals, which were approached through problematization considering global health problems. The international module took 3 weeks (embedded in the digital health course) and approached mobile technology and its use to broadcast messages in health crises. In this module, students were guided to analyze their local and regional contexts and comparing with the partner, proposing a solution answering the contextual issues of each country.

Internationalization of Learning and Capacity Building– The Igbinedion University Okada Experience

Format: Poster
Track: Student Voices

Authors

Lawrence Ezemonye, *Igbinedion University*

Femi Olufunmilade, *Igbinedion University*

Peculiar Osemwengie, *Igbinedion University*

Deborah Odejimi, *Igbinedion University*

Isioma Tongo, *University of Benin*

Virtual exchange contributes significantly to the sustenance of higher education in Africa and consequently contributes to the development of Nigeria and its ability to impact global economy. As part of internationalizing higher Education in Africa, Igbinedion University Okada, Nigeria developed the concept of visual exchange with the aim of giving students an international experience in research and learning, thereby breaking down the economic barrier of studying abroad. The main objective of this presentation is to share experiences, benefits and challenges of virtual learning and capacity building. Igbinedion University Okada (IUO) began its participation in Virtual Exchanges in 2004 with the establishment of a Telemedicine Center. The Center connected our medical students with teaching hospitals in Howard University (USA) and Westminster University (UK) to observe live advanced surgery procedures. In 2012, IUO joined the virtual learning platform of the Global Partners in Education (GPE) comprising over 40 universities across the continents under the auspices of East Carolina University, USA. This platform afforded our students the opportunity to interact with other students across the world in virtually all disciplines including Medicine and Surgery. As a supplement to virtual exchanges on the GPE platform, some students have also undertaken cultural field trips to some of the partner universities and the experience has been inspiring and educative. The major challenges experienced over the years which are not peculiar to IUO alone are IT infrastructure and architectural demands, differences in curriculum content, short students' attention span, differences in time zones, cultural perception and diversity amongst others. This poster presentation would create an avenue for in-depth and robust discussion with other participants as how these challenges can be surmounted. Another possible benefit is the development of a policy thrust that could address these challenges and chart the way forward.

The structure and methodology used in the design and execution of a Collaborative Online International Learning (COIL) course: Embracing inclusivity

Format: Poster
Track: Innovative Pedagogy and Practice through VE

Authors

Ashika Naicker, *Durban University of Technology*

Connecting two classes from different parts of the world is didactically and administratively ambitious. The purpose of this poster is to illustrate the design of the COIL course and methods used to co-develop and co-create an inclusive learning environment within quality guidelines. This extends to critiquing the effectiveness of the design and execution of the COIL course.

Durban University of Technology in South Africa, Bachelor in Technology Food and Nutrition Consumer Sciences and The Hague University of Applied Science in Netherlands, Bachelor in Science in Nutrition and Dietetics teamed up to run a one month COIL course titled, "Nutritional habits, food patterns and national recommendations". The co-developed COIL course design included online collaborative global goals, learning outcomes, specified outcomes, graduate attributes, pre-reading support, assessment criteria and assessment methods. Within this, clear timelines and deliverables for students were set up towards the mandatory assessment. This was followed by the pairing of students on a 1:2 ratio were every Dutch student was assigned to two South African students. A total of 26 Dutch and 53 South African students participated in the course resulting in 26-paired groups. The COIL course started with a synchronised meeting between both classes and instructors; and thereafter students had to manage three contact moments with their partner following pre-determined timelines for the associated deliverables. Cross-cultural sensitivity was addressed before the first meeting. All students were enrolled onto one online classroom management system; Blackboard. Whilst the students collaborated, the instructor's role became one of moderation providing gentle nudges towards the achievement of the deliverables.

It is through my engagement and management of a COIL course that the design and execution is contextually apt, co-developed and co-managed using standards and guidelines from both partnering institutions for inclusivity.

Virtual Engagement: International collaboration across disciplinary tribes

Format: Poster
Track: Virtual Exchange and Global Impact

Authors
 Penny Orton, *Durban University of Technology*
 Lesley Annes Cooke, *Durban University of Technology*
 Dudu Sokhela, *Durban University of Technology*

Durban University of Technology (DUT), South Africa has been a member of the State University of New York (SUNY) Collaborative Online International Learning (COIL) Global Network for 4 years. During this time we have seen an exponential growth in interest from academic staff to introduce COIL projects into their modules. One of the features of this has been some transdisciplinary projects. Academic disciplines have a culture of their own which characterizes them as belonging to an exclusive group or "tribe" (Becher and Trowler 2001). The conceptual framework of internationalization of the curriculum (Leask, 2012) positions knowledge in and across disciplines as being central. Transdisciplinary COIL projects have allowed academic staff to work beyond the boundaries of their paradigmatic tribe and occupy a shared space between dominant paradigms. This opens up a space for new understandings, new knowledge, practices and experiences to be created for both students and staff. Currently at DUT, in the contact classrooms, there is little to no transdisciplinary teaching in the undergraduate programmes but this is happening in some virtual classrooms. What tempted these academic staff to transcend the boundaries of their academic tribe and collaborate, internationally, with a partner from a different discipline?
In this poster we will reflect on the experiences of three academic staff at DUT who, as first time COILers, had the courage to collaborate outside their tribe. The opportunities and challenges that this approach to internationalization of the curriculum present, are explored.
A poster presentation is the format of choice because the authors would like to engage international colleagues in an in depth discussion on transdisciplinary collaboration – opportunities and challenges.

Virtual exchange, an opportunity to learn from experts in very different subjects: Plant Biotechnology vs. International Politics.

Format: Poster
Track: Virtual Exchange and Global Impact

Authors

Maria Santana, *Universidad Simon Bolivar*
Joseph Scanlon, *Monroe Community College*

Throughout human history, the production and distribution of food has helped maintain population growth. In the second half of the twentieth century, with the knowledge revolution of living organisms, new methodologies to improve plant and food production emerged through genome modifications. However, these new methodologies have been viewed with caution by some states, both from environmental and food security points of view. Many states moved to regulate these new methodologies, and the food produced and commercialized by plant biotech products. This resulted in a regulatory environment that can vary significantly within the international system. States and regions pursued different, and often conflicting, policies. For the universities to have experts in such a specific subject is quite rare, and multidisciplinary teams are often required to discuss plant biotechnology policies. The COIL module allowed us to merge two courses for six weeks: the Simón Bolívar University course, Venezuela, focused on history of agriculture and plant biotechnology; and the Monroe Community College course, United States, focused on international politics. The virtual exchange allowed professors from both institutions to share their expertise with students from both countries; for students to have the opportunity and challenge of working as multicultural teams and to openly discuss the diversity of food policy around the world. The methodology and virtual activities to reach the learning objectives will be discussed, in addition to the challenges of bridging very different courses.

Keywords: Virtual exchange, plant biotechnology and international policies

Fostering Equity in Virtual Exchange

Format: Workshop
Track: Virtual Exchange and Global Impact

Authors

Courtney Randall, *Qatar Foundation International*
Jennifer Geist, *Qatar Foundation International*

We believe that when partner teachers design their project together not only can they level the playing field in terms of technology and access, but they can also build skills that foster a deep sense of fairness and collaboration that can then be passed on to students through modeling, attitude and direct instruction.

In this workshop, we will discuss potential imbalances in power and agency exposed through virtual exchange. We will share examples of how our open-access online learning community and professional development courses build understanding among participants and how they can foster equity when engaging in virtual exchange.

Participants will build an understanding of the issue together through discussions, and presenters will share the real experiences that inform their current work. Attendees will walk away with access to free resources, a project design tool and action steps for seeking equity in their work.

The COIL BEVI Project: Evaluating the Impact of Virtual Exchange through Research and Practice

Format: Workshop
Track: Evaluating the Impact of VE through Research

Authors

Craig Shealy, *James Madison University / International Beliefs and Values Institute*

Don Bysouth, *Kansai University*

Keiko Ikeda, *Kansai University, Institute for Innovative Global Education*

Hajime Nishitani, *Hiroshima University*

Veronica Onorevole, *American Council on Education (ACE)*

Lee Sternberger, *Western Washington Universi*

John Dirkx, *Michigan State University*

Loye Sekihata Ashton, *Class2Class*

Matthew Hightower, *Next Epoch, Inc. Class2Class*

To achieve their potential within today's increasingly interdependent societies, students must cultivate greater capacity to engage self, others, and the larger world and teachers must integrate human complexity (e.g., culture, emotion, values) more explicitly into the learning process. Could we develop such 21st century competencies through low-cost technologies like Collaborative Online International Learning (COIL)?

As a multi-country, multi-institution, and grant-based initiative between universities in Japan, the U.S., and other selected countries around the world, the COIL BEVI Project (see http://www.kansai-u.ac.jp/Kokusai/IIGE/resources/BEVI-COIL.php) seeks to ask and answer questions like these through state-of-the-art assessment research and practice focused on seven content areas: 1) understanding learning processes (e.g., who learns what and why, and under what circumstances); 2) promoting learning objectives (e.g., increased awareness of self, others, and the larger world); 3) enhancing teaching and program quality (e.g., which learning experiences have what impact); 4) facilitating growth and development (e.g., of individuals, groups, and organizations); 5) conducting research (e.g., how and why do people become more "open" to different cultures); 6) addressing organizational needs (e.g., staff / leadership development); and, 7) complying with assessment and accreditation requirements (e.g., linking objectives to outcomes).

Informed by data-based examples across these content areas, this highly interactive workshop focuses on five interrelated goals and hands-on components of relevance to COIL-based researchers, educators, practitioners, and leaders:

offers a brief overview of the COIL BEVI Project, including its role in two interrelated, multi-year, and multi-institution grant-based initiatives that are designed to evaluate and facilitate COIL in Japan, the United States, and other countries around the world;
demonstrates how and why ecologically valid and applied assessment research is indispensable for understanding the impact of Virtual Exchange in general and Collaborative Online International Learning in particular (e.g., to illustrate student learning; to improve courses and programs; for stakeholders such as administrators, funders, policy-makers, and parents);

trains participants on the fundamentals of assessment administration and interpretation via Time 1/ Time 2 COIL data from the Beliefs, Events, and Values Inventory (BEVI) as well as complementary approaches to assessment (e.g., measures of English acquisition, student learning outcomes);

allows participants hands-on access to 20 different assessment indices from real T1 / T2 reports with different student cohorts from around the world; findings from interactive reports illustrate both how COIL can help facilitate 21st century competencies (e.g., global identity, intercultural development) and why we must not only focus on knowledge and skill acquisition since other mediators and moderators may actually be more predictive of learning, growth, and development (e.g., cultural background, emotional capacity, life history); and,

provides hands-on and small-group opportunities for workshop participants to apply what they have learned to the development, assessment, facilitation, and improvement of their own COIL- based courses and programs.

Virtual Exchange facilitated by interactive, digital, cultural artefacts: Communities, Languages, and Activities App (ENACT)

Format: Workshop
Track: Innovative Pedagogy and Practice through VE

Authors
Colin Dodds, *Newcastle University*
Ahmed Kharrufa, *Newcastle University*
Müge Satar, *Newcastle University*
Alison Whelan, *Newcastle University*

This workshop will present a model of virtual exchange facilitated by interactive, digital, cultural artefacts created using a progressive web-app developed by the EU-funded ENACT project team. The model presents an innovate approach to online intercultural exchange through the opportunity to create, share, appropriate, and re-create cultural artefacts. Drawing on Thorne's (2003, 2016) concept of artefacts and cultures-of-use, the app will enable artefacts as catalysts for intercultural exchange while "artifacts and humans together create particular morphologies of action" (Thorne, 2016: 189).

The goals of this workshop are to demonstrate the web-app to the participants, and propose a virtual exchange model for Higher Education that incorporates ENACT activities as part of an online intercultural exchange due to commence in Autumn 2020 offered to Newcastle University MA Applied Linguistics and TESOL students.

The ENACT project aims to develop Open Educational Resources (OER) that will foster intergenerational and intercultural understanding within and between communities; promote opportunities for intergenerational, intercultural interaction; and offer a real-world, immersive learning experience that brings culture to life. The web-app is built on the well-established H5P.org interactive media engine tailored for the creation of, and engagement with interactive digital media for task-based exchange of cultural activities promoting linguistic, digital, and intercultural communication skills development.

The workshop will have three parts. In the first part (20 mins), we will provide a brief overview of the ENACT project, describe its aims and outputs, and highlight its relevance to Virtual Exchange. We will focus on the ways in which the project outputs can be adopted to facilitate virtual exchange in higher education, and illustrate this with our plan for an upcoming exchange among the project partners.

In the second part of the workshop (30 mins), we will demonstrate the engagement interface of the web-app, and the participants will have an opportunity to carry out one of the existing cultural activities available in Turkish, Chinese, and English. The web-app also includes an online community interface, on which the participants can post a multimodal response to the activity they have carried out.

In the third part (30 mins), we will demonstrate the creation interface, and allow participants to produce a mini interactive activity on the web-app, and explore potentials to create immersive virtual

cultural experiences by using 360 cameras and Google Cardboards. We will end the session with a group discussion to facilitate reflection on potential applications of the ENACT app in participants' own contexts (10 mins).

At the end of the session, participants will have learned how to use the app, and developed an understanding of how innovative technologies can facilitate deeper, immersive virtual intercultural exchange experiences that go beyond talking about culture and that offer hands-on cultural experiences based on learning by doing.
We will have a number of tablets for participants to use in groups, but we also encourage participants to bring their own devices (mobile phones, tablets, or laptops). Attendance will be capped at 20 delegates.

Don't go diversity surfing. Facilitated activities to get virtual exchange participants to engage deeply with difference.

Format: Workshop
Track: Innovative Pedagogy and Practice through VE

Authors

Julie Hawke, *Sharing Perspectives Foundation*
Marcos Favero, *Sharing Perspectives Foundation*

In 2019 alone, the Sharing Perspectives Foundation facilitated over 700 2-hr live meetings through our virtual exchange programs. These 5-10 week programs have included bringing together refugee and European youth across Europe together to combat stigmatisation and foster mutual understanding through sustained online dialogue, bringing together Arabic-speaking youth from across the Middle East and North Africa to talk about the impact of technology on their societies, and bridging Europe and the Southern Mediterranean as participants discuss drivers and impacts of nationalism and populism, to only name a few.

In short, we are interested in going deep - with discussions, relationships, and impact. The goal of this workshop is to provide you with practical activities, tools, and ideas to deepen the discussions in your virtual exchange work.

Drawing favorites from our activity bank, we will share tools and methods that facilitators can use to overcome the barriers of technology-mediated communication to build meaningful relationships through discovery and dialogue. Co-create the content of this workshop as you both see and participate in these activities, and consider how they can be adapted to fit yours and others' needs.

The Sharing Perspectives Foundation designs and implements virtual exchange programmes to increase the number of students who develop transversal skills and open attitudes through an international and intercultural experience as part of their education. Our programmes provide one online curriculum for students to discuss and study current socio-political issues. We directly bridge theory and practice, by making the classroom itself a venue for intercultural dialogue and exchange. Since its inception in 2018, The Sharing Perspectives Foundation has been an implementer of the flagship Erasmus+ Virtual Exchange project, part of the Erasmus+ programme, providing an accessible way for a broader swath of young people to engage in intercultural learning.

An Interactive Simulation Experience for the 21st Century Learner

Format: Workshop
Track: Innovative Pedagogy and Practice through VE

Authors

Barbara Mitchell, *Northeastern University*
Vasiliki Mavroudhis, *CPS Transnational Programs, Northeastern University*

In today's complex and volatile educational environment students, staff, and academics are increasingly looking for opportunities to encourage deeper learning that does not necessarily require movement. Our 21st century learners come with different needs and experiences that we as educators must respond to in order to provide a seamless educational learning experience. For example, the rise in transnational education addresses one need related to mobility challenges and yet also provides opportunities to diversify the learning that is taking place through different online and virtual mediums, like simulations. At Northeastern University, we have found that simulations have the potential to enrich a program and motivate learners and are increasingly popular in higher education classrooms - 56% of a 2016 members of AACSB have used one or more simulations in their teaching careers. If you have thought about using a simulation but don't know where to start, or are looking for an opportunity to share learnings with other practitioners who use simulations this workshop is for you.

Through hands on activities, presentations and discussions, Conference Participants* will:

- Identify the types of programs that will benefit from a simulation.
- Play a simulation to gain insights about the student experience.
- Share tips for using simulations in a virtual environment and with global audiences.
- Walk away with best practices to facilitate a successful simulation session when they return to their organization.

*In order to participate in this workshop, participants must have a working laptop present for the simulation. Conference presenters will not be able to supply individual laptops for the simulation.

Effective Practices and Models of Virtual Exchange in Secondary Education

Format: Symposium
Track: Innovative Pedagogy and Practice through VE

Authors
Andie Shafer, *Stevens Initiative*
Christine Shiau, *Stevens Initiative*
Courtney Welsh, *Global Nomads Group*
Jennifer Russell, *iEARN-USA*
Oudou Sanogo, *United Planet*

Symposium organisers: Andie Shafer; Christine Shiau

While virtual exchange and COIL continues to expand in higher education institutions, secondary education institutions remain a largely untapped arena for virtual exchange. Curricular requirements like the Common Core and protections for minors like FERPA in the United States make widespread adoption of virtual exchange challenging in the K-12 environment, and equally as specific – yet different or even conflicting – standards may apply to schools and districts around the world. Nonetheless, virtual exchange is also poised to advance learning goals and curricular needs in K-12, much like it can in high education. This symposium will benefit the IVEC community by considering elements that are transferrable or distinct between K-12 and higher education virtual exchange in order to better understand dynamics across the field. This comparison includes elements of a virtual exchange like the relationship between a classroom and supervisors or facilitators, or the amount of flexibility for participants to be self-starters versus a structured program.

This symposium will feature presentations from two non-governmental organizations that support secondary school-aged participants and faculty virtual exchange, each with over a decade of experience, and will also feature a new partnership between a public-school district in North Carolina and a teachers association in Morocco to implement a district-wide, project-based virtual exchange program.

Panelists will discuss devising virtual exchange programs for secondary education-aged youth across international contexts, conducting professional development training for faculty, integrating virtual exchange into classroom and district curricular standards, and effective practices in conducting virtual exchange at the K-12 level. The symposium moderator will draw parallels to higher education virtual exchange.

This session will be moderated by the Stevens Initiative, an international effort to build global competence for young people in the United States and the Middle East and North Africa by growing and enhancing the field of virtual exchange: online, international, and collaborative learning. The Initiative is sponsored by the U.S. Department of State, with funding provided by the U.S. Government, and is administered by the Aspen Institute. It is also supported by the Bezos Family Foundation and the governments of Morocco and the United Arab Emirates.

This symposium will:

- Provide attendees with an understanding of elements of virtual exchange that are transferable or distinct between K-12 and higher education virtual exchange in order to better understand dynamics across the field, and to help the field better define the value proposition of virtual exchange;
- Provide an in-depth explanation of several models of K-12 virtual exchange and their varying components;
- Demonstrate the value proposition of virtual exchange at the secondary education level to foster demand, growth, and scale;
- Consider challenges in implementing virtual exchange at the secondary education level and highlight effective practices in an effort to improve the quality of K-12 virtual exchange;
- Inspire participants to get involved in K-12 virtual exchange programs, or to consider ways that higher education institutions can foster virtual exchange programs for secondary-aged youth.

iEARN-USA – Global Projects

iEARN offers teachers and students three meaningful ways to connect and learn with peers: online collaboration through iEARN projects, professional development and global networking, and participation in sponsored programs that support educators and students in becoming global citizens. In addition to offering several in-person exchange opportunities with partners, iEARN fosters interactive curriculum-based project groups where students are creating, researching, sharing opinions and becoming global citizens online and with peers from different countries. There are 100+ iEARN Global Projects, aligning with the UN Sustainable Development Goals, that connect K-12 students across diverse subject areas including math, social studies, language arts, sciences, technology, music and more.

Global Nomads Group

Since 1998, Global Nomads Group has harnessed the power of peer learning, intergroup contact theory, and storytelling in order to prepare young people to thrive in the 21st Century and lead positive change in their communities. Guided by academic research and deep empathy for young people's interests and experiences, GNG's curriculum leverages storytelling and peer learning as the mechanism for helping youth develop the knowledge, skills, and attitudes they need to thrive in the 21st Century. Through sharing stories and building human connections, youth are inspired to learn and lead positive change in their communities, both local and global, and in ways both large and small. Global Nomads Group offers two separate virtual exchange programs: Connected Classrooms, which connects full classrooms with a partner classroom abroad, and Student to World, a self-paced, personalized learning experience to explore global peers' lived experiences with the environment and the arts.

United Planet

United Planet is a non-profit organization with a mission to create a global community, one relationship at a time. United Planet connects volunteers who want to make a difference with communities in more than 30 countries, where they learn, teach, work, engage and immerse themselves in a culture outside their comfort zone. United Planet implements a chapters-based virtual exchange program for high school students with curriculum tracks based on the UN Sustainable Development Goals. In the summer of 2020, United Planet ran an adapted version of this virtual exchange, in which teams of high school students in the United States and Iraq, led by university student mentors, worked on public health and COVID-19-related projects.

Can COIL be effective in using diversity to contribute to equality?

Format: Symposium
Track: Virtual Exchange and Global Impact

Authors

Reinout Klamer, *The Hague University of Applied Sciences*

Alun DeWinter, *Coventry University*

Cornelius Hagenmeier, *University of The Free State*

Eva Haug, *Amsterdam University of Applied Sciences*

Symposium organisers: Reinout Klamer, Alun DeWinter

Introduction
This symposium focuses on the context and setup of iKudu, an Erasmus+ capacity-building project in South Africa and aims to tackle the question 'can COIL be effective in using diversity to contribute to equality?'

iKudu, which commenced in the summer of 2019, is a three-year project involving five South African and five European universities. The project aims to contribute to the development of internationalised curricula by establishing COIL projects between the European and South African partners. As this is a project that has recently started the symposium will focus on introducing the project to a wider audience and then discussing if and how iKudu can transform curricula.

Part 1: Welcome and introduction (10 minutes)
Introduction and overview of the iKudu project by Reinout Klamer. This introduction will detail the different partners and the general aims of the project, explaining the background and creating an overview for the rest of the symposium. Please refer to presentation 1 in section 2 for further details.

Part 2: The Jovital project (10 minutes)
Following Reinout, Alun DeWinter will give an overview on the Jovital project, a similar ongoing project between Jordan and Europe that is nearing completion. He will introduce that project, but primarily focus on the lessons learned and the experience of the project, particularly on the challenges and achievements to date. Emphasis will be placed on the need to tailor and adapt delivery for local contexts in order to realise elements of equality and fairness in teaching and learning activities. Please refer to presentation 2 in section 2 for further details.

Part 3: Update on iKudu so far (10 minutes)
iKudu project progress will be discussed by Reinout Klamer, Alun DeWinter and Eva Haug. This will predominantly focus early-project scoping activity and initial suggestions on contextualising COIL in South Africa. By the date of the symposium, workgroup 1 will have undertaken site visits and commenced on the production of 'best practice' guidelines on the local implementation of COIL in the South Africa Context. Workgroup 2 involves the implementation of pilot courses, which necessitates the completion of the preparatory work. Please refer to presentation 3 in section 2 for further details.

Part 4: Discussion - Critical perspectives on iKudu (40 minutes)
Following the presentations, the symposium will move to the discussion around the effectiveness of COIL in using diversity to contribute to equality within teaching and learning. Using specific examples of their experiences in Europe and South Africa, stakeholders will share their insight into the use of COIL. Please refer to the discussion section in section 2 for further details.

Part 5: Conclusions and next steps (20 Minutes)
The final session will wrap-up with ideas and intentions for the future, as well as concluding remarks on the themes and discussions that featured during the symposium. A general Q&A session is included in the timings. Please refer to the conclusion section in section 2 for further details.

Total runtime of the iKudu symposium: 90 Minutes.

Details of the individual symposium sections:

Presentation 1
The iKudu project: An introduction
Speaker: Reinout Klamer, The Hague University of Applied Sciences

iKudu is an Erasmus+ funded project that commenced in September 2019. This project involves five South African and five European universities. The project focusses on establishing long term Collaborative Online International Learning (COIL) partnerships between the European and South African universities in order to contribute to developing a contextualised South African concept of internationalisation of the curriculum and bringing an African perspective to the curricula of the European partner institutions.
There is great diversity in the ten universities*. Within South Africa, the UFS is a research university, CUT and DUT are technological universities which historically have focused more on applied sciences and the Universities of Venda and Limpopo are focused on historically disadvantaged communities. Within Europe, there is also a mix of research universities and universities of applied sciences. The universities also differ in their experience with COIL or other forms of virtual exchange.
The project aims to build capacity for the internationalization of the curriculum, specifically through COIL, because of limited possibilities for other forms of traditional mobility on the one hand, and to reach more students on the other hand. It recognizes the importance of a democratizing internationalisation and focusing on the specific local context of each university. The transformation of curriculum include a focus on Africanisation and decolonisation by intentionally developing COIL trainers and courses collaboratively. iKudu aims to set up over 50 COIL projects between Europe and South Africa.
Two working groups have been created within iKudu. Workgroup 1 focuses on the status of internationalisation of the curriculum of the different partners involved and advising how these universities can best reach their own aims. Workgroup 2 focuses on developing the framework and trainings to realise the COIL collaborations between the universities.
*Consortium partners are: South Africa: University of Free State, Durban University of Technology, Central University of Technology, University of Venda and University of Limpopo. Europe: Coventry University, The Hague University of Applied Sciences, University of Siena, University of Antwerp, Amsterdam University of Applied Sciences.

Presentation 2:
International Virtual Exchange Capacity Building Projects: Examples from the JOVITAL project
Speaker: Alun DeWinter, Coventry University

The Jordan Opportunity for Virtual Innovative Teaching and Learning (JOVITAL) project is an on-going Erasmus+ funded project that is being delivered by a consortium of four European and five Jordanian Universities*. Focussing on virtual exchange, this project seeks to assist with capacity building in Jordan for national-level and international level virtual exchange.

In an increasingly interconnected, interdependent and diverse world, engaging in international and intercultural learning and exchange is a key focus for many higher education institutions (HEIs). Indeed, many institutions now view e-learning as a strategic tool which can be used to boost their reach and reputation. The online space makes it possible for students to engage with their overseas peers and undertake study without leaving their country. Such approaches to the delivery of study programmes may be beneficial also for vulnerable and disadvantaged groups who would like to study but have little or no access to HE.

Teaching experiences delivered throughout the JOVITAL project make use of new and emerging technologies in HEI around the world, whilst accounting for local contexts, demands and limitations. For example, in Jordan, e-learning has been associated with removing barriers for female learners in remote locations and providing opportunities to upskill the existing workforce. That being said, Jordanian undergraduate degrees cannot contain more than 25% of its total content on online learning, thereby restricting the shape and scope of the activities being undertaken.

This presentation explores the successes and learning points from JOVITAL, critically analysing the challenges and achievements of undertaking projects which implement digital online exchanges for teaching and learning. These will be framed as important considerations and recommendations for iKudu and the South African context.

*Consortium Partners are as follows: Coventry University ,UK, Technische Universitat Dresden, Germany, International School for Social and Business Studies (ISSBS), Slovenia, Mediterranean Universities Union (UNIMED), Italy, Princess Sumaya University for Technology, Jordan, Jordan University of Science and Technology, Jordan, Jordan University of Science and Technology, Jordan, Al Hussein bin Talal University, Jordan, & Tafila Technical University, Jordan.

Presentation 3: Highlighting the progress in iKudu so far.
Speakers: Reinout Klamer, The Hague University of Applied Science, Alun DeWinter, Coventry University & Eva Haug, Amsterdam University of Applied Sciences.

Between the time of writing this proposal and the dates of the conference, research will be done to capture the current progress of the iKudu project. This will focus on the activities planned for working groups 1 and 2, in which the researchers will focus on gathering data and evidence to support the intended aims related to internationalisation of the curricula (workgroup 1) and the current progress of the iKudu COIL collaborations.

Workgroup 1 focusses on the aims that the South African universities have with the internationalisation of their curricula and how this relates to their own strategic internationalisation agenda and how they envision that iKudu could help to achieve these aims. Important in this case is that it relies on specific aims in a specific context and that these aims can be different for each university. For all five universities requests will be made beforehand to submit evidence and

documents to support these aims. During the site visits, which are to take place at the end of May 2020, a 'visitation' of each university will be done and the different stakeholders that are involved with both internationalisation and with the coil projects will invited to participate. This is the management team that is involved with internationalisation. The lecturers that are involved with the coil projects, who have at that time been trained and the students that are being involved in the first round of COIL projects.

Workgroup 2 focusses on the pre and post survey of the training that is planned in Durban at the end of March during which all matched lecturers will be coached to 'COIL' their projects and modules in a three-day period. Additionally, the initial data of the COIL projects that will run between April and June 2020 will be presented and highlighted. The coordinator of this project, Eva Haug, will participate in this.

Discussion:
Panel – Reinout Klamer, Alun DeWinter, Eva Haug and other iKudu stakeholders

This discussion will include the different 'voices' of the stakeholders involved providing their critical perspectives. It is intended that the discussions will focus on critical elements of COIL, which will not only include implications for teaching and learning, but also reflect on wider issues such as decolonisation, intercultural competences and social justice. For this, stakeholders will discuss and react to a number of project-related statements. It is hoped that a wide variety of viewpoints will be presented from stakeholders across the consortium. Due to the international nature of the project, it will not be possible to have physical representation from all of the partner universities. Therefore, depending on the exact participants and factors such as internet connection and/or telephony availability, elements of this discussion will either be done live (whether physically or virtually) or, for those who are unable to attend, contributions will be pre-recorded in an interview.

Example themes for discussion (the statements), are as follows:
• 'COIL projects lead to an outcome of understanding cultural differences and fosters intercultural sensitivity'
• 'COIL is, by nature, an inclusive learning approach for all'
• 'COIL is more important for South African universities than for European because of the limitations in mobility'
• 'Decolonization of curricula is more important for South African universities than for European Universities'
• 'Africanisation is very important and I fully understand what it means'
• 'Equality in COIL is not possible if there are differences in experience with and knowledge of COIL'
The audience and the panellists will be encouraged to react to these statements, thereby creating an interactive session.

The involved stakeholders are: Students and Lecturers participating in iKudu projects, Staff of international offices and policy makers involved and researchers focusing on COIL. For an overview of the contributors to the main symposium see biographies.

Conclusions and Roundup:
The conclusion aims to summarise and round up the presentations and panel discussions of the session. It will also cover the next steps for iKudu and what comes next from both a practical and a research perspective. As the project is still in its early stages, the content of the next steps is to be confirmed, but will be guided by the intervening months between this submission and the conference.

However, what is known is that it will focus on the following:

Plans for workgroup 1: site visits are planned in October 2020 to several European partner universities by delegates from the South African universities. The reflection on the reports of the visits for workgroup 1 will also be evaluated.

- Plans for workgroup 2: the COIL projects in the fall semester, the evaluations and the adjustments for 2021. The last coil collaborations in 2020 are rounding off in November after which a new round will start in 2021, focusing on the lessons learned from the projects in 2020.

As part of this discussion, time will be factored in for additional questions from the audience.

Is there a silver bullet to get professors to embrace virtual exchange?

Format: Symposium
Track: Innovative Pedagogy and Practice through VE

Authors
Hope Windle, *SUNY COIL Center*
Ana Cristina Biondo Salomão, *São Paulo State University (UNESP)*
José Celso Freire Junior, *São Paulo State University (UNESP)*
Gabriela Méndez, *Tecnológico De Monterrey*
Susan Jagendorf-Sobierajski, *SUNY Cobleskill*
Ruiling Feng, *Tianjin Normal University/Tsinghua University*
Francesca A. Cichello, *SUNY Empire State College*
Penny Orton, *Durban University of Technology*

Symposium organisers: Dr Penny Orton; Dr. Ana Cristina Biondo Salomão; Dr. José Celso Freire Junior; Dr. Gabriela Méndez, MTIM; Dr. Susan Jagendorf-Sobierajski; Prof Ruiling Feng; Francesca A. Cichello; Hope Windle

While there has been a call throughout higher education to Internationalize the curriculum, it is often challenging to implement this broad concept on college campuses. Even when this mission becomes part of a strategic plan, it is still extremely difficult to effect change in individual academic programs. Faculty responsible for implementing initiatives are often ill equipped to utilize the available resources and tools to make substantive change in their courses. However, COIL/virtual exchange can be one of the key strategies employed to enable faculty to internationalize curriculum. While virtual exchange is a vital instrument for promoting cross cultural knowledge and skill development, it is not easy to ask faculty to undertake COIL project development without guiding the use of proper tools and scaffolding to help them incorporate the modality into their curriculum.
During this symposium, we will hear from a variety of institutions worldwide to learn what and how each institution is implementing internationalization strategies through application of virtual exchange techniques. The presenters will represent different institutions around the world so they can bring in perspectives of their cultural attributes.

We will also hear about the successes and challenges as well as tools and resources employed in this endeavor. Presenters will discuss methods they have used to recruit faculty, institutionalize COIL and provide continuing professional development. They will also explain how they harness enthusiasm in instructors who are open to implementing virtual exchange in the classroom.

The objectives of this symposium will be to:
1. Give audience members concrete tools to institutionalize COIL
2. Provide methods for recruiting instructors
3. Recommend methods for providing professional development to maintain enthusiasm and interest
4. Create a forum for deliberative discussion and sharing ideas around the institutionalization of COIL.

With this symposium, our goal is to gather as much input as we can from the IVEC community and develop guides for faculty to utilize resources to bring global learning through virtual exchange into their courses in an efficacious way.

SUNY Proposal Statement

In our experience within SUNY, the most effective way to engage faculty in COIL projects is to make a concerted effort to forge personal connections with instructors who will be receptive to the outreach. We have targeted individual instructors based on our own observations of their pedagogic flexibility and the subject matter of the courses they teach. Sustaining this high energy approach and moving beyond a small core of instructors is extremely challenging. We do find some success recruiting faculty when we are able to offer a funded initiative, including travel. However, without some form of institutional incentive, there is limited instructor interest and whatever interest there is becomes difficult to sustain.

How can we move beyond our personal, subjective approaches that are riddled with biases? How do we institutionalize an approach to sustain instructor involvement in virtual exchange?

As COIL moves beyond the startup phase, within SUNY we have joined forces to provide resources to make it easier and more palatable for instructors to embark on COIL projects.
We are embarking on the following action plan:

Creating of a group of videos that shows successful COIL projects that faculty have designed
Providing ready resources that include tips, lesson plans, activities and syllabi that can be shared among COILing faculty

While it is certainly possible that this kind of action plan can produce positive outcomes, there is no guarantee. We are interested in what other campuses do to make virtual exchange attractive and relevant to their instructors.

UNESP Proposal Statement

São Paulo State University launched the BRaVE (Brazilian Virtual Exchange) Program in 2018 as part of the university's strategic plans focusing on internationalization at home. It has been implemented by a joint effort from the International Relations Office and the Vice-presidency for Undergraduate Studies, under the coordination of a professor from the field of Applied Linguistics, with experience in VE and teletandem.

Some of the strategies used for attracting faculty initially involved informative sessions and workshops. Because UNESP is a multicampus university, spread around 24 cities, the meetings were held in the capital city and faculty received incentives to participate. This helped to find the ones who were receptive to the program, who also received online training and support during the process of implementation of the activities.

The next strategy to promote virtual exchange:

An official launching of the BRaVE Program during the meeting of the Central Graduation Chamber
Broadcasting by UNESP's radio and tv about the official launching and the virtual exchange
partnerships that had already been implemented
Press releases to faculty promoting the Program and describing the activities implemented in
different areas
Online meetings held by the coordinator of the BRaVE Program to involve new faculty, where the
ones who had already implemented VE activities were invited to talk about their experiences
A call launched in 2019 to grant 10 professors with online training and funds for visiting their partners

As this is a new program and UNESP is large and geographically spread, the strategies that have
proved to be efficient for attracting faculty have involved informing them of the potentials of this
kind of activity through testimonials of professors and students and offering grants. Efforts are being
made now to recognize this kind of activity in the students' transcripts and for professors' career
advancement.

Tec de Monterrey Proposal Statement

The term of virtual exchange is not new for the Tecnológico de Monterrey, with 30 years of
experience in online education the institution has already worked with many international partners,
but in 2017 the concept changed in favor to foster the interaction between students from different
cultures and to enhance the faculty practice.

A project led the Vice-Rectory for International Affairs (VIA) to get to know more about COIL and to
the launching of the Global Classroom program making big efforts to promote the online international
collaborations across the 26 campuses.

A team of four Global Classroom Coordinators has worked in the following:
Started Global Classroom with the rockstars, professors who engaged in the collaboration convinced
of the implicit benefits beyond seeking a monetary incentive. They shared their experience and spread
the word about the program.
Being facilitators during the first collaborations. Faculty have expressed feeling more secure and
engaged knowing they have guidance and support.
Scheduling a series of informative sessions and workshops through Zoom, Facebook Live, and
Livestream.
Launching of the official Global Classroom website that is linked to the internal communication faculty
services portal.
Sharing Global Classroom experiences and news through the institutional bulletin.
Last December, during the International Conference on Educational Innovation, the VIA awarded the
pioneers of Global Classroom; these individuals also received a certificate of participation
acknowledging the work done, including the time spent and the impact made.

Faculty Development already communicated that they will accept results from the collaborations as
valid evidence for the faculty career advancement.

The VIA will continue recognizing the best collaborations during the annual CIIE conference and will offer a grant to encourage faculty to present their results in international events such as IVEC.

Tianjin Normal University Proposal Statement

COIL projects at Tianjin Normal University are exclusively integrated into English for Academic Purposes courses for first-year or second-year non-English majors who have been learning English as a foreign language for around ten years. I pioneered a COIL module in 2016 and managed to open the final presentation collaborated by my students and U.S. students to other colleagues and students. That was a turning point, as the associate dean and the chair who are in charge of English teaching to non-English majors were convinced of the benefits COIL could bring to students' language learning and cross-cultural communication.

We have managed to recruit 8 colleagues interested in COIL practice and relevant research. This COIL faculty team is more like a community of synergy in professional development for us both as teachers and researchers. We have been helping each other in teaching, information technology, teaching resources, partnership expansion, data collection, etc. Regular workshops and seminars are held for discussion of the past and future. The university offered funding in 2018 which was an impetus for more effort to expand the endeavor among more classes. The past fall semester witnessed 12 COIL modules.

To summarize recruitment and management strategies:
1. Institutional support in terms of policy and fund.
2. Synergy development of teaching and research
3. Synergy development of colleagues

Difficulties remain, however. First, academic competence and motivation vary among colleagues, thus impeding consensus in team development. Second, there is no one competent enough to offer guidance or suggestions concerning professional development in teaching or research. Third, financial support from the institute to support colleagues' academic exchange activities is limited. Fourth, many professors are intimidated by the digital tools adopted in COIL, while IT support is insufficient to help them overcome the fear of digital divide.

Durban University of Technology (DUT) proposal statement

DUT, has in its Strategy 2030, 12 strategic objectives of which two are, innovative curricula and research as well as a distinctive education. We believe COIL and Virtual Engagement (VE) are important innovations which can be infused into these 2 strategic objectives.

When new ideas, ways of doing things and changes are introduced it is suggested that the innovators, those who jump on board first, are approximately 2.5% of the staff, the early adopters approximately 13.5% and the early majority 34%. We believe that we need to give as much academic support as we can to lecturers in order to encourage them to get on board and have adopted several initiatives with mixed success.

A COIL Clinic is held every week which is a "drop in" opportunity where lecturers can drop in to have a chat about COIL/VE – partnering, instructional design, ideas they may have or just an opportunity to explore the concept a little more.

A variety of workshops are held where the concept of COIL/VE is explained, some ideas on the use of technology are shared and participants have time to discuss and conceptualize a project for themselves. In some workshops, lecturers who have had successful projects are invited to share their experience with participants.

We are trying to build a community of practice and community of inquiry through webinars held with international partners, invitations to the SUNY COIL webinars and a journal club. The opportunity to develop the scholarship of teaching and learning in COIL/VE are enticing for academic staff who are required to have a programme of research.

South Africa has a National Framework for Enhancing Academics as University Teachers which is useful in encouraging lecturers to engage in COIL/VE.

VE Instructional Design for Intercultural Outcomes

Format: Workshop
Track: Innovative Pedagogy and Practice through VE

Authors
Jennifer Wiley, *CoreCollaborative International / James Madison University*
Kris Acheson Clair, *Purdue University*
Carine Ullom, *UNICollaboration*

In a world deluged by irrelevant information, clarity is power. (Harari, 2018) This sentiment is poignantly relevant to educators who are often being asked to account for an ever increasing list of skills and attitudes in their students. Imbedding 21st century skills like digital literacy or intercultural competency into content courses can be challenging and virtual exchange holds great potential for marrying these outcomes. The overlap and overload of choosing activities and content, however, becomes a tangled web of information and apps to push through to identify meaningful outcomes that will be relevant to students and their development.

This workshop seeks to offer clarity by helping participants learn a framework for designing virtual exchange that will allow them to avoid losing time pushing through irrelevant information. Participants will practice articulating the most important outcomes of the learning experience and working backwards to design how those outcomes are achieved. The workshop will use intercultural learning outcomes that are essential to student success as an example of how to apply backward design principles to a learning experience that involves virtual exchange. Participants will be asked to consider their own virtual learning experiences as they apply the framework outlined in the workshop.

Intended content:
- crucial role of thoughtful instructional design in facilitating intercultural outcomes through VE
- tenets of backward instructional design
- innovative intercultural learning activities that work in virtual spaces
- assessment strategies to ensure intercultural learning is happening
- resource databases for intercultural learning activities and assessment instruments that work in virtual spaces
- outcomes of current research and practice of the presenters that inform the presentation

By the end of the workshop participants will be able to:
- apply instructional design principles to their own virtual exchanges
- articulate measurable, relevant learning outcomes for a virtual exchange experience
- identify steps in the process of assessing and improving virtual learning experiences to target intercultural outcomes
- gain access to a wide array of intercultural resources that can be applied to virtual exchange learning

Hands-on learning:
- participants will be asked to use their own or an example VE on which they can apply content through the workshop
- participants will be asked to view virtual exchange experiences on video and identify opportunities for intercultural learning and potential challenges.
- participants will virtually walk through Purdue University's new science gateway, the Intercultural Learning Hub (www.hubicl.org), learning how to search strategically for assessments and activities that work well in VE

Crafting a Virtual Exchange Syllabus Using Backward Design

Format: Workshop
Track: Innovative Pedagogy and Practice through VE

Authors
Alexa Jeffress, *Gazelle International*
Nancy Ruther, *Gazelle International*

By the end of this workshop, participants will have an understanding of why it is important to begin with goals before logistics and content when creating a Virtual Exchange (VE) syllabus. They will leave the session with a few key goals for a future course they would like to teach with a VE component. We will begin with a brief presentation of the main principles of Backward Design and how these relate specifically to VE. Using this foundational starting point, we will help participants create goals for a Virtual Exchange project that take into account the many layers of learning goals involved in a VE syllabus. These include the meta goals of VE - such as technology, teamwork, 21st Century skills - as well as the larger cross-cultural and online citizenship goals. After a brief description of each level of learning goals, we will discuss why it is so important to start with goals. This allows teaching partners to find larger alignment between their home course goals (i.e. what is on the course listing at their home campus) and work in more interdisciplinary partnerships. During the hands-on portion of the workshop, two teachers from France and Connecticut who have participated in a Virtual Exchange project with Gazelle International's program "Click" will be joining us to share their expertise and experiences. In the first hands-on part of the workshop, we will provide two sets of course goals for the participants to compare, contrast and critique. One set of goals comes from an interdisciplinary project while the other comes from a partnership formed by teachers in the same discipline. We will ask participants to evaluate whether/how the project goals have incorporated all the levels of goals discussed in the first part of the workshop. Next, participants will create their own VE syllabus learning goals based on a course they are currently teaching or will teach in the following semester. They will have the chance to work with the two presenters from Gazelle International, two faculty members from France and Connecticut, and their peers to edit and refine their VE learning goals.

Learning by doing: the benefits and challenges of professional development courses on designing virtual exchange

Format: Symposium
Track: Innovative Pedagogy and Practice through VE

Authors
Ana Beaven, *University of Bologna*
Gillian Davies, *University of Padova*
Rita Koris, *Pázmány Péter Catholic University*
Katarzyna Radke, *Adam Mickiewicz University*

Symposium organiser: Ana Beaven

Overview:
Erasmus+ Virtual Exchange (EVE) is a new initiative, launched by the European Commission in 2018. Aiming to extend the reach of Europe's flagship student mobility programme it offers technology-enabled intercultural learning opportunities to young people in youth organisations and Higher Education Institutions (HEIs) in Europe and the Southern Mediterranean area.

In order to prepare educators to set up a Transnational Virtual Exchange projects (TEP) for their own students, the initiative offers continuous professional development training opportunities that are delivered online. TEP training courses are designed to be experiential: the principles and practices of VE are immediately applied, allowing trainees not only to learn about the pedagogy, but also to experience it from a participant's perspective. A crucial component of the courses is the exchange of experiences between participants. The courses are offered at two levels, a basic level which requires no previous experience with virtual exchange and is open to both teaching and administrative staff, and an advanced one for teachers who have a partner and an idea for a TEP project. They design their project during the course with a view to implementing it with their students in the near future. The courses include synchronous sessions on intercultural awareness which are led by trained facilitators. Both levels are offered in English and French. The symposium reports on the English versions.

The symposium gives an insight into the design of these courses and their impact on the participants' learning experience. It reflects on the training from the perspective of the tutors and one trainee in three separate presentations. In the first one the tutors from the basic course provide an insight into the structure and pedagogic underpinning of their course, focusing in particular on the interactions between administrative and teaching staff. In the second the tutors from the advanced course discuss the benefits and challenges of a partnership approach to designing a VE project. The third presentation is delivered by one of the participants on the training courses who put her learning to the test and implemented a TEP with students from universities in Poland, the Netherlands and Finland. It provides details on the collaboration mode, learning activities, tools and assessment ideas which were designed collaboratively between the partners and then implemented in each institution. This presentation also illustrates the students' voices: how they responded to the TEP experience, what they enjoyed and what they found challenging. The presentations use anonymised data from online interactions between the trainees and students to illustrate their points.

The training was evaluated very highly by the participants. It was commended for improving their digital competences, their confidence to communicate or work in a culturally diverse setting and helped them acquire ideas for new teaching practices. The quality and commitment of the trainers received particularly high ratings on both courses.

Each presentation will take approximately 15 minutes. They will be followed by a 30-minute question and answer session.

Presentation 1: Continuous professional development on Virtual Exchange in Europe: insights from the Erasmus+ VE introductory online course.

This presentation focuses on the online basic training course, which aims to introduce university educators and administrative/technical staff to Virtual Exchange (VE). The training, which requires no previous experience with VE, engages the participants in tasks that help them understand the requirements to successfully integrate an Erasmus+ VE project into existing courses and curricula, while gaining experience in digital literacy, including communicating and collaborating online. Following a brief presentation of the structure of the four-week course, we will discuss the changes made during the various iterations over the last two years, based on the feedback received from trainees. Using anonymised data from the discussion forums, we will also show how the design itself of the course – based on an experiential learning approach - elicited reflections and discussions on pedagogical and technological issues crucial to successful VE projects. Finally, we will show how forum interactions between teaching and administrative staff helped all the participants understand the pedagogical, technological and administrative implications of setting up VE projects, and identify the necessary steps to engage the different stakeholders (teachers, administrative and technical staff, top management and students) within their institutions.

The overall evaluation of all training courses was highly positive: respondents reported discovering that the course had helped them reflect on their hitherto, often mistaken, assumptions about people from other cultures, and boosted their confidence in communicating or working in a culturally diverse setting. They also felt that the training helped them develop their intercultural awareness, digital competences, active listening and communication skills, and acquire ideas for new teaching practices.

Presentation 2: Working in partnership: designing a Transnational Virtual Exchange Project on the Erasmus+ VE advanced online course

The advanced training course follows on from the basic training. It takes educators (teachers, technical, international relations staff) through the steps required to design and implement a successful virtual exchange. Based on a partnership approach, participants work with a colleague from a different country to plan the detail of their joint project. Ideally, they have established a partnership before joining the course but individuals with a clear idea of a virtual exchange they would like to design are equally welcome. The themes of the course include reflections on typical online behaviours, definitions of shared learning goals, sequencing of learning activities and choice of tools to support the pedagogy. Partners work on tasks together and share their ideas with the whole class in forum discussions on Moodle. The outcome of the training is a detailed plan for a virtual exchange project that is ready to be implemented in the following semester.

This presentation explains the structure of the course and reflects on the quality of the joint learning experience for the participants. It discusses its benefits as well as the challenges involved in establishing and managing the partnerships. Anonymised data from the discussion forums will give an

insight into participants' journey from general enthusiasm for internationalisation and intercultural learning to a realisation that detailed planning and continuous commitment is required for the success of a virtual exchange project.

Feedback on the course was extremely positive. Respondents felt that they acquired the tools and knowledge necessary for designing and implementing an Erasmus+Virtual Exchange project. Ratings for improved confidence to work with partners from different cultural and educational contexts were very high. On a score of 1-10 the likeliness of recommending the training to others was 9.9.

Presentation 3: Putting the training into practice: insights from an interdisciplinary virtual exchange project with students from three countries

UNICollaboration's training courses for designing a Transnational Virtual Exchange Projects (TEP) aim to help academics add an international dimension to student learning through integrating a virtual exchange dimension into their courses. TEPs have been proven to develop students' intercultural awareness and their digital and language skills (O'Dowd 2011).

This presentation gives an insight into a TEP which was prepared during the training and implemented by three teachers from Adam Mickiewicz University, Poland, the University of Applied Sciences, Utrecht, the Netherlands, and the University of Jyväskylä, Finland. They were attracted by the cross-national and cross-disciplinary character of a TEP and eager to provide their students with an authentic experience of intercultural communication with speakers of other languages. After completing the training they developed a Virtual Exchange Project which was not only multicultural but also interdisciplinary. The overarching aim of the project was to improve the students' critical digital skills and foster their cultural sensitivity, empathy and tolerance of difference - skills that are hard to teach in classrooms with monolingual groups. The students came from courses in ICT and management in tourism (Poland), Creative Business (Netherlands) and Language Studies (Finland). During their six-week collaboration the Polish students (n=14) collaborated in teams of 5-6 with their Dutch (n=12) and Finnish peers (n=6). Relying on their linguistic, business, and tourism- promotion expertise and the use of free collaborative digital tools, the international teams jointly compared the needs and motivations of Polish, Dutch and Finnish tourists from generation X and Y/Z, analysed the official municipal websites of three cities (Poznań, Utrecht and Jyväskylä) and designed a city break in the three locations for a particular group of tourists.

O'Dowd, R. (2011). Intercultural communicative competence through telecollaboration. (pp.350- 354). Routledge.

Do you speak Globish? How Applied Linguistics and TESOL can help you understand the power dynamics of language use in Virtual Exchange collaborations

Format: Symposium
Track: Innovative Pedagogy and Practice through VE

Authors
Ana Cristina Biondo Salomão, *São Paulo State University (UNESP)*
Cara Tuzzolino-Werben, *Nassau Community College (NCC)*
Osvaldo Succi Jr., *Centro Paula Souza (FATEC - CESU)*
Tiffany MacQuarrie, *Penn State University*

Symposium organisers: Ana Cristina Biondo Salomão; Cara M Tuzzolino; Osvaldo Succi Jr; Tiffany MacQuarrie

Virtual Exchange (VE) collaborations are aimed at building understanding and knowledge through collaboration between people in different parts of the world. One of the most important parts of these collaborations is the exchange of ideas, often through directed discussions and activities requiring students to proficiently communicate. Proficiency in a foreign language is something difficult to define, measure and even more difficult to achieve. Sometimes non-native speakers are fluent in one specific area, such as technical topics, but are not able to extend that proficiency into other common areas of everyday life like deciphering the intricacies of a local menu. So, cultural and linguistic power imbalances should receive the same attention, or better, be part of the activities we work hard to create. In this presentation, we intend to discuss how Applied Linguistics (AL) and TESOL can help teachers whose specialty is not language teaching to develop awareness and specific strategies for success in their virtual exchange partnerships. Linguistic mediation frequently goes unnoticed by people and AL, as an interdisciplinary field that identifies, investigates, and offers solutions to language-related real-life situations, can help us analyze cultural and linguistic contexts in a more academic way. Since each virtual exchange context is unique, as it depends on factors such as academic calendar overlap, number and cultural background of participants, available digital resources, teaching objectives, collaboration content, teaching objectives, and types of activities to be implemented, there should be specific strategies to deal with linguistic issues focusing on meaning and taking into account a proactive and comprehensive view of language and culture. Symposium participants will be introduced to concepts such as translanguaging and intercomprehension which will broaden their understanding of how the fluidity of interaction in non-formal contexts can be incorporated into education today. Moreover, they will be presented to different approaches, such as EMI (English as a medium of instruction), CLIL (Content and Language Integrated Learning) as well as perspectives on beliefs and emotions in language learning, which may help them to deal with language, identity and cultural awareness situations,. By acknowledging the different languages individuals bring to a conversation as a continuum related to their life story and identity, non-AL professors may be able to reflect about the inclusion of cultural and linguistic resources that students already bring in their repertoires, in a plurilingual perspective that can generate openness for new interactive practices in online activities. In addition, participants will see examples of different classroom activities adapted to non-native English speakers that they could use in their own classes.

In order to accomplish this, four presenters will share their experiences in this symposium in the following way:

AL and its contributions for VE
Applied linguist and BRaVE coordinator at UNESP, Ana Cristina B. Salomão, will present some of the theoretical definitions that support the proposal in this symposium. She will introduce terms such translanguaging, intercomprehension, beliefs and emotions in language learning, CLIL and connect them to the needs of virtual exchanges for improving communication. She will also share some examples and suggestions for specific strategies to deal with linguistic issues focusing on meaning-making, which take into account a comprehensive view of language.

The contributions from TESOL
Language instructor, Cara Tuzzolino, will present VE/COIL from the perspective of her students, who are enrolled in an English language immersion program, as well as the students enrolled in a variety of disciplines at Nassau Community College. She will present sample activities adapted for students with differing levels of English proficiency as well as review varied technology platforms used by COIL-trained faculty at NCC.

Non-native speaker perceptions and EMI
Faculdade de Tecnologia de Americana faculty member and CESU Virtual Exchange Coordinator, Osvaldo Succi Jr., will share his experiences with language and culture in Virtual Exchange collaboration designing. Firstly, He will discuss his non-native English perspective on language and culture and present his VE participants' perceptions of communicating with international peers. He will also be discussing the relation between language and culture from the perspective of Applied Linguistics and its possible contribution to VE practice. Lastly, he will address the implementation of EMI practice in his institution.

Translaguaging in the EDGE Project
Penn State English faculty member, Tiffany MacQuarrie, will share her experiences with the practice of translanguaging in many of her EDGE (Experiential Digital Global Engagement – a project-based international virtual exchange) collaborative projects. She will discuss how she prepares her native English-speaking students to engage with their non-native English-speaking team members in their collaborations. Additionally, because of EDGE's inter-disciplinary potential, challenges can arise when deciding upon a deliverable. MacQuarrie will discuss how translanguaging's multimodality helps to bridge the gap to create a deliverable that will meet the learning objectives of both international partners.

The "New Normal" of Virtual Exchange in the Near Future?: Using the Innovative EdTech to Bring Out High Impact Learning

Format: Workshop
Track: Innovative Pedagogy and Practice through VE

Authors

Keiko Ikeda, *Kansai University, Institute for Innovative Global Education*
Paul Miller, *VEO*
Matthew Hightower, *Next Epoch, Inc. (Class2Class)*
John Fong, *SP Jain School of Global Management, Singapore Campus*

The digital world with EdTech is fast growing, it gives rise to new delivery methods of instruction and learning. While higher education institutions are on a trend to widely disseminate VE as a new practice, technology in one's virtual exchange course design also demands further attention. Every VE/COIL teacher ponders about technology use in their classroom. Choices of ICT tools are not always made by the same criteria. A common consideration is to make sure that the technology meets the local 4A's--availability, accessibility, affordance, and applicability. What has not been discussed much thus far in VE literature is how technology can enhance high impact learning, enabling activities such as collaboration, global learning, project-based learning, and research. Technology, if integrated successfully in an online collaborative environment, can strengthen students' readiness for the demands of the 21st-century global community and workforce.

This workshop first presents to the participants a few innovative actualization of the digital world that has high compatibility with the VE world. A platform customized for VE (ImmerseU), powerful video reflection tool (VEO), and a Window of World style online classroom (ELO room) each brings individual and different features highly applicable to high impact virtual exchange. ImmerseU, brought by Class2Class and IIGE (Institute for Innovative Global Education) is a platform for novice to expert COIL/VE teachers and their students. Those who are not familiar with task designing for a COIL/VE course can gain tips, training, and all necessary functions in one place. VEO combines powerful video reflection with clear feedback data to transform collaborative professional learning. VEO's unique video tagging software creates lightbulb learning moments, building effective and practical continuous improvement for students, trainers and professionals. As well connecting classrooms through large-scale teacher CPD across continents, VEO supports student learning and assessment medical to business and vocational programs. The ELO room by SP Jain School of Global Management provides the participating students a perfect mix of face-to-face learning and video conferencing. With SP Jain's ELO, one gets all the benefits of on-campus education without having to leave their current city. Participants will be cold called, challenged to make quick, smart decisions. They will participate in polls, quizzes and other tailor-made learning material. At times they will break out in teams to discuss, brainstorm and reflect.

This workshop is highly active and hands-on to keep the participants busy doing, seeing, and thinking critically for the whole 90 minutes. They will be given an actual experience to be immersed in using the presented technology with a step-by-step instruction in all three kinds of technology. In this way, one will learn how accessible it is for an everyday teacher or student to get involved in the virtual world created by them. In the last 30 minutes of the workshop, the whole group will be facilitated to carry out an interactive discussion to discover potential ways to enhance a VE course design using them.

Internationalisation, the protection of personal information act and implications

Format: Workshop
Track: Virtual Exchange and Global Impact

Authors

Ashika Naicker, *Durban University of Technology*
Evonne Singh, *Durban University of Technology*

Collaborative Online International Learning (COIL) collaborations necessitates the sharing of personal information between all participants. With international partnerships in higher education institutions a given, in this context it escalates the importance of awareness and compliance for data protection of personal information of all participants from each partner institution.

There must be a policy that guides the dissemination and protection of participant information. This workshop will create awareness and make explicit the need for data protection during collaboration. The following questions would be examined:

- What is my institution's policy on data protection of personal information?
- Does my COIL collaboration comply with my institution and the partnering institution data protection of personal information policy?
- What are the implications of non-conformance?
- How to overcome barriers identified?
- What is the way forward?

It is envisioned that findings from the workshop will be included in COIL course engagement, create awareness of and make explicit am institutions' policy relating to data protection of personal information to enable compliance and help shape an institution's policy on data protection of personal information.

Creating a Community of Global Partners for Research, Assessment, and Pedagogy in Virtual Exchange

Format: Workshop
Track: Evaluating the Impact of VE through Research

Authors

ADAM ZAHN, *Drexel University*

Jodi Cataline, *Drexel University*

Dana D'Angelo, *Drexel University*

Emilee Simmons, *Strathclyde University*

Randy Bundel, *Amsterdam University of Applied Sciences*

Beatrix Dietz, *Hochschule Heilbronn*

Eva Haug, *Amsterdam University of Applied Sciences*

During this workshop, participants will hear from faculty and staff at Drexel University (USA), Amsterdam University of Applied Sciences (the Netherlands), University of Strathclyde (UK), and Hochschule Heilbronn (Germany) as they discuss the development of sustainable, mutually beneficial partnerships. These partnerships are vital in the implementation of virtual exchanges and provide a catalysts for unique opportunities for universities to establish on-going collaborations in overlapping areas of interest. Participants will learn everything from how to bridge different grading styles to establishing credibility with students from your partner institution. They will also learn how faculty partners have co-authored book chapters and publications on the impact of their virtual exchange courses, as well as the stakeholders who made their efforts a success. This hands-on session will allow participants to work in small groups with faculty from the four institutions to develop their own project pitch for a virtual exchange course and onward.

Language Learning while Cooking: Live Virtual Exchange Workshop

Format: Workshop
Track: Innovative Pedagogy and Practice through VE

Authors
Paul Seedhouse, *Newcastle University*
Alison Whelan, *Newcastle University*

The workshop will take płace in the Digital Kitchen in Newcastle University (which was purpose built for such events), as well as in a partner institution in Spain at the same time. Both centres will be connected live online by video so they can interact with each other. Both centres have previously produced language learning recipes on the Linguacuisine app in different languages. Each centrę will cook a recipe which was previously produced an uploaded to the app by the other centrę, which will also involve the participants in learning new words in the foreign language. Thus, each centrę can see how its own language learning recipe is being cooked by the other centre, and can offer help and assess language learning. Conversely, each centre can get expert help with its own learning of both cooking and language items from the centre which produced the recipe. In this way, the principles of information gap and information transfer are built into the virtual exchange tasks carried out by the 2 groups and these provide an authentic reason for the groups to interact with each other to help each other with the task. Each group will eat the food produced and offer feedback on the recipe and learning experience to the authors. Each group will also assess how many new words they have learnt, with the help of the expert group. We will then discuss how the principles of information gap and transfer have influenced the interaction and evaluate the virtual exchange experience for this specific task. The aim of the workshop is to introduce participants to the possibilities of using 'language learning while cooking' as a virtual exchange task based on information gap and transfer principles. Following the session, participants will be able to organize a similar event using the Linguacuisine app for virtual exchange in their own institutions.

The session will be recorded and immediately added to the Linguacuisine website so it will be available to any interested delegates who were not able to attend the session. A very small number of workshop participants will be able to take part in the actual cooking, if they wish. However, all workshop participants will be able to observe the cooking task experience in both locations and will be able to participate in the language learning and in tasting the resultant food. All participants will be able to participate in the discussions and in evaluating the experience.

The free Linguacuisine app https://linguacuisine.com/ was produced by Newcastle University. The website gives access to the app, explains how it works and provides information on previous events in the digital kitchen.

A UNICollaboration symposium on European initiatives in Virtual Exchange

Format: Symposium
Track: Virtual Exchange and Global Impact

Authors
 Robert O'Dowd, *Universidad De León*
 Marta Giralt, *University of Limerick*
 Catherine Jeanneau, *University of Limerick*
 Florence Le Baron-Earle, *University of Limerick*
 Veronica O'Regan, *University of Limerick*
 Marie-Thérèse Batardière, *University of Limerick*
 Kristi Jauregi Ondarra, *Utrecht University*
 Elina Vilar, *University of London*
 Marina Orsini-Jones, *Coventry University*
 Sake Jager, *University of Groningen*
 Francesca Helm, *University of Padova*
 Mirjam Hauck, *Open University*
 Elke Nissen, *University Grenoble Alpes*

Symposium organiser: Robert O'Dowd

UNICollaboration, one of the organisations involved in the organisation of this conference, is a cross-disciplinary professional organisation for telecollaboration and virtual exchange in Higher Education. One of the main objectives of the organisation is to promote the development and integration of research and practice in virtual exchange across all disciplines and subject areas in higher education.

This symposium brings together a number of financed projects and institutional initiatives from across Europe which involve UNICollaboration members or which have emerged because of the networking opportunities which the organisation offers. The presenters will provide summaries of the different projects and the contexts in which they are located. They will also outline examples of good practice which they have developed as well as key recommendations for running large-scale Virtual Exchange initiatives.

The objectives of the symposium are the following:
* To give an overview of the rich variety of Virtual Exchange initiatives and projects which are emerging from the European context
* To provide an introduction to the UNICollaboration organisation and its community
* To look for examples of good practice which the different projects and initiatives share together

Presentation 1: Erasmus+ Virtual Exchange.
UNICollaboration is a member of the consortium implementing the European Commission's ambitious Erasmus+ Virtual Exchange pilot project which in its first two years of implementation (2018 and 2019) saw over 16,000 people involved in virtual exchange activities. In the context of this project UNICollaboration has played a key role in promoting the telecollaborative model of virtual exchange

through training courses, coordination and reporting on exchanges that have been implemented between partner institutions, developing a competence framework and recognition system with open badges, and finally monitoring and evaluation of activities through a mixed methods research design.

Presentation 2: Ready, Mobility, Go! A Pre-mobility VE project to prepare European university students for the period abroad
For more than 30 years, the Erasmus programme has given thousands of higher education students throughout Europe the chance to live and study abroad. For many, this sojourn in a foreign country is an extraordinary learning experience which enriches their language and (inter)cultural learning process. However, for others, this opportunity is undermined by cultural shock or lack of preparation.

While it is crucial to increase opportunities for students to go abroad, it is also paramount to prepare them for their stay in a foreign country. The better prepared they are before their placement, the better their experience will be (Coleman, 1997; Byram & Dervin, 2008; Kinginger, 2016). To this end, an interdisciplinary team in the School of Modern Languages and Applied Linguistics at the University of Limerick (UL) has set up multifaceted telecollaborative initiatives, known collectively as the Ready, Mobility, Go! project, to equip university students interculturally, and for some students also linguistically, before embarking on their mobility period.
Despite the asymmetrical nature of learning contexts (e.g. language proficiency; student number; course of study; university calendar), the project is going from strength to strength since its inception in 2014. In this presentation, we give an overview of these initiatives, their rationale and evolution showing that the original objectives have been achieved. Student feedback reveals that VE enhances learning on both cognitive and affective levels in terms of (inter)cultural awareness, digital literacy, linguistic proficiency and key preparation for mobility. We will also discuss the wider potential of VE and possible future developments in the context of internationalisation.

Presentation 3: Gains and drawbacks of virtual exchanges at secondary and primary schools: lessons learnt at the European TeCoLa project

The European TeCoLa project (2916-2019) aimed at strengthening and enriching intercultural communicative competence development at a diversity of secondary schools through the pedagogical integration of telecollaboration. In order to achieve this main target the team, in close cooperation with teachers, developed, implemented and evaluated an innovative and gamified telecollaboration approach for intercultural foreign language learning. Special attention was given to learning diversity, learner agency and teacher emancipation.
Teachers were continuously coached by the TeCoLa experts which resulted in successful transformation of teachers' existing pedagogical practices. In TeCoLa participated 44 teachers and 860 students in secondary (regular, bilingual and technical), primary (regular and CLIL) and vocational schools from ten countries. Key project results, the TeCoLa Teacher Resources, have been developed, piloted and evaluated in close collaboration with the teachers. These resources are available for access and download in the TeCoLa OER on the project website (www.tecola.eu). In our session we will present the main results, showing the main gains and drawbacks of telecollaboration projects at non university educational sectors.

Presentation 4: Reflecting in action, on action and for action: project BMELTET (Blending MOOCs for English Language Teacher Education with Telecollaboration)

This talk reports on project BMELTET (blending MOOCs into English Language Teacher Education with Telecollaboration). Its participants for the iteration of the project reported here were staff and students from the UK (at Coventry University, in Coventry) and from Spain (at Florida Universitària, in València). This iteration was supported by EVE (European Virtual Exchange)-facilitated ZOOM sessions.

BMELTET involved the blending of face-to-face teaching with both a repurposed off-the-shelf MOOC (distance education) and telecollaboration (also known as COIL- Collaborative Online International Learning or VE, Virtual Exchange), supported by a dedicated Open Moodle website. The MOOC selected was relevant to the English teacher education syllabus: Understanding Language: Learning and Teaching (designed by the University of Southampton with the British Council).

The purpose of BMELTET is to research how a holistic approach to the integration of technology into English language teacher education can impact on staff and students' beliefs while providing them with the opportunity to engage with a global ELT community of practice. The research focuses on how such holistic approach can enhance students' critical digital literacy and intercultural awareness 'in' action, 'on' action' and 'for' action (Orsini-Jones et al. 2018).

The project aimed to address the following research questions:

1. Can BMELTET support English language teachers to adopt a holistic approach to the integration of technology into their practice?
2. Can BMELTET promote intercultural awareness in the field of teacher education?
3. Can BMELTET support the identification of troublesome areas in English language teacher education with particular reference to digital critical literacy development?
4. Can BMELTET support reflection on practice?

As most participants were L2 English speakers, a perceived 'collateral' benefit was an increase in their proficiency in English, despite the fact that learning English was not the focus in BMELTET. Some troublesome issues that emerged will also be discussed.

Presentation 5: Mainstreaming Virtual Exchange in Higher Education Institutions: Results and lessons from the EVOLVE project

EVOLVE (Evidence-Validated Online Learning through Virtual Exchange) is an Erasmus+ KA3 Forward-Looking Cooperation Project which aims to contribute to the mainstreaming of Virtual Exchange as an innovative form of collaborative international learning across disciplines in Higher Education institutions in Europe and beyond (www.evolve-erasmus.eu).

EVOLVE has run two rounds of training to educators from various disciplines from countries across the world. The online training used an experiential learning format (Co-Laboratory) and was followed up by a mentoring phase in which participants were assisted by experienced VE practitioners and researchers to set up their own exchanges. These exchanges were object of study of an extensive research programme, which investigated the development of learning outcomes (intercultural competence, language skills, critical digital literacy and disciplinary skills) at student level and looked at the development of critical pedagogical competences of participating educators at the same time.

In addition, the project carried out investigations on the awareness and institutionalisation of VE in HEIs across Europe. This consisted of case studies among half a dozen European universities seeking to implement VE at the institutional level and a baseline and follow-up study in HEIs within the

Coimbra Group and SGroup University networks.

In this presentation at the symposium, we will present the main results from our project, demonstrate how we will make the training materials (Moodle courses, training outline and documents, audio-visual materials) and research instruments (pre-tests, post-tests, portfolios) available as Open Educational Resources to the community at large. We will propose, and discuss with the audience, ways in which we plan to continue the work that was started under EVOLVE through UNICollaboration, the organisation in which several team members have been active from the beginning.

Solving a water scarcity problem in Tunisia through an American– Tunisian virtual exchange

Format: Symposium
Track: Virtual Exchange and Global Impact | Student Voices

Authors
 Nadia Cheikhrouhou, *High Institute of Technological Studies of Béja*
 Ken Ludwig, *University of Michigan*
 Allison Westra, *University of Michigan*
 Philomena Meechan, *University of Michigan*
 Todd Austin, *University of Michigan*
 Lorenzo Harris, *University of Michigan*
 Isabella Przybylska, *University of Michigan*
 Iheb Merai, *High Institute of Technological Studies of Béja*
 Bahaeddine Chouchène, *High Institute of Technological Studies of Béja*
 Rahee Patel, *University of Michigan*

Symposium Organisers: Nadia Cheikhrouhou; Philomena Meechan; Todd Austin; Ken Ludwig

Symposium Overview Description
This symposium will discuss a virtual exchange between the University of Michigan (U.S.A) and the High Institute of Technological Studies in Béja (Tunisia) that took place between October and December 2019. Students from Tunisia and U.S.A were enrolled in entrepreneurship courses in their respective universities and joined together to work in groups on an innovative project to present at the end of the semester.

Presentations will highlight multiple perspectives on the exchange and the project. Students representing two of the working teams will report on their role in the overall project, how they communicated and collaborated within and among their groups to reach their goals. They will share their findings and solutions that contributed to the design of the prototype. They will also share the impact of this experience, both on their academic and personal development.

The instructors will present their pedagogical approaches to their courses and to this virtual exchange. They will share their assessment of the competencies gained by the students as well as the successes and challenges of the project that will inform their future collaboration. They will also describe the valuable professional relationship that they are developing.

In the final segment, instructional support staff will summarize their analysis of student reflections as well as interviews with the students.

Student Team Presentations Team Law, Location, and Culture
The Law, Location, and Culture team was a group in which Rahee, Isabella, and Bahaeddine worked together primarily to find a specific area in Tunisia for the Seawater Farm project. Along with three other group members from the University of Michigan, our team did extensive long distance and on-site research based on the needs of other teams. The University of Michigan students sought out as

much information as possible about unknown towns in a country which none of us had ever visited. Fortunately, Bahaeddine, a student from the Higher Institute of Technological Studies of Béja, Tunisia, was able to visit Khniss, which is the project's town of interest. He invested his time, along with three friends, into a four-hour round trip journey. Bahaeddine interviewed over 80 local residents and learned much about their thoughts on the project, receiving a lot of positive feedback. He also provided the Michigan teammates with more information about the land we had collectively chosen, given that the internet could only inform us to a certain extent. This was an extremely valuable turning point for the project because we had a greater understanding of a community halfway across the world. It put into perspective how valuable a communicative connection can be, whether it be virtual teamwork or physical interactions with local people. This created a very positive group dynamic because it was evident that the team was highly invested in the project. It promoted enthusiasm as well as individual contributions towards other team goals.

Team Agriculture and Environment
As the agriculture and environment team within the seawater farm project, our overarching goal was to make sure that our project would have the least negative environmental impact during construction and once it is implemented in Tunisia. This includes the environmental impact on animals, plants, and the people within and around Tunisia. In order to do this we conducted extensive amounts of research to discover what plants and fish could be cultivated without implementing invasive species. We also looked into ways of power in which were clean and efficient in order to meet all of our power requirements. Other important factors we took into account were whether the implementation of this seawater farm would negatively affect the population in Tunisia. Those of us that were in Tunisia conducted onsite interviews and had first hand experience when it came to many of these things. As a team of students from two universities, we came up with solutions in which suited the environment and economic needs.

Instructor Perspective
The main goal of this virtual exchange is to encourage students to be better citizens of the world by thinking about global issues and being change-makers locally and globally.
Since water scarcity has long been a problem for Tunisia and in recent years the challenge has been exacerbated by growing urbanisation and increasing demand from
agriculture and industry, the students were asked to research and develop a prototype for a seawater farm in Tunisia. This seawater farm will combat climate change and sustain a community of 5,000 people.

Five teams were formed for this project: (1) Environmental Impact and Agriculture,
(2) Engineering, (3) Law, Location, Culture, (4) Finance and (5) Marketing/Communications. Each group was composed of students in Tunisia and the USA, including a team leader. The
final presentation took place in Michigan and the Tunisian students participated virtually through video conferencing.

For a virtual exchange to be successful it needs to be, first of all, student-centered. At the same time, interaction between the two instructors can lead one or both of them to get out of their comfort zone especially when they're exposed to a different pedagogical approach. The instructors will describe the pedagogical approach to their courses and their collaboration throughout the exchange. We will share the collegial and professional relationship that we developed with each other: one of

flexibility, understanding and patience to create approaches that are the most suitable for our students taking into account both the course and the virtual exchange goals. We will share our reflections on and assessment of the experience, discussing achievements and areas of improvement for our next collaboration.

Analysis of Student Reflection and Interviews
The final segment of the symposium will be a report from two instructional support staff summarizing an analysis of student reflections and interviews. Students are asked to reflect on their experience to identify what they learned and how they learned. We will also describe the impact of the exchange on the students, both academically and personally and how the students plan to use what they learned from this experience in the future.

Internationalisation of Higher Education: perspectives from the Global South and the Global North

Format: Symposium
Track: Virtual Exchange and Global Impact

Authors
Sara Ganassin, *Newcastle University*
Müge Satar, *Newcastle University*
Tony Young, *Newcastle University*
Song Li, *Harbin Institute of Technology*
Alina Schartner, *Newcastle University*
Marilia Morosini, *Pontific Catholic University Rio Grande do Sul*
Adriana Justin Cerveira Kampff, *Pontific Catholic University Rio Grande do Sul*
Sue Robson, *Newcastle University*

Symposium organisers: Sara Ganassin; Müge Satar

Internationalisation is the process of integrating an international, intercultural or global dimension into higher education (HE) (Knight, 2004). It plays a central role in the agenda of universities all over the world with BRIC countries (Brazil, Russia, India and China) emerging as powerful regional stakeholders (Robson et al., 2017). Internationalisation is also a key area for education and intercultural communication research as successful internationalisation can contribute to the quality and relevance of HE (Young et al., 2017). However, offering equal international opportunities to all students and the climate crises demands innovative approaches to international mobility, such as Virtual Exchange (VE). The purpose of this symposium is to provide an understanding of internationalisation in higher education (IoHE) in practice, as well as of its conceptual dimension, and to highlight the ways in which VE promises to be the ideal context for sustainable and equitable international experiences. Presenters will explore meaning and features of IoHe in a variety of contexts and through a variety of means.

The symposium features four presentations that demonstrate how transnational physical mobility is not necessarily the only way/best way to internationalise HE experiences and mind-sets of the non-mobile majority of students and staff. Relatedly, the symposium will demonstrate how VE can make a valuable contribution to strategies and practices in internationalisation. Presenters will draw examples of 'good practice' in internationalisation from different projects conducted in Europe, UK, Brazil and China.

The symposium addresses in particular the theme of Virtual Exchange and Global Impact with a focus on internationalisation in higher education and internationalisation at home. One of the key contributions of this symposium is to propose research and pedagogical approaches addressing the significance of the cooperation and dialogue across boundaries among teachers, administrators, and institutions seeking to develop VE programmes in the context of internationalisation and intercultural exchange, and researchers and policy makers calling for further collaborative partnerships between the institutions in the 'Global North' and the 'Global South'.
The symposium will be of interest to researchers and teachers interested in internationalisation and

VE, institutions seeking to develop and implement VE as a way of enhancing internationalisation and global engagement agendas, and more generally, those wanting to develop collaborative institutional partnerships between countries of the 'Global South' and 'Global North'.
Introduction and overview 5 mins; 4 presentations (70 minutes tot); Q&A (15 minutes)

Presentation A: Evolving conceptions of Internationalization at Home
Internationalization is a strategic priority in higher education (HE) that poses both critical challenges and development opportunities for universities. Within HE internationalisation strategies, increasing the number of international students and staff that are recruited, and the number of students and staff that are engaged in outward mobility for research and teaching, are often highly regarded and prestigious indicators of institutional quality and prestige (Wihlborg and Robson, 2017). More inclusive approaches to internationalization, however, are needed to ensure that all students and staff - and particularly the non-mobile majority – can experience the underlying social, academic and intercultural learning benefits of an 'internationalised university experience' (Robson, Almeida and Schartner, 2018). This paper explores evolving conceptions of Internationalization at Home (Almeida et al., 2018) as a response to one of the Key Priority Areas of the European Commission's Communication "European HE in the World": 'Promoting internationalisation at home and digital learning' (COM/2013/499).

Presentation B: Intercultural transition in Higher Education: International Student Adjustment and Adaptation
In this presentation we address an aspect of the human side of the phenomenon of 'internationalisation' in global Higher Education - what it's 'like' to be an international student, and what makes it a positive and successful experience – or otherwise. The presentation is centred on ongoing research by the authors, conducted since 2011 (e.g. Young et al, 2013; Young & Schartner, 2014; Schartner and Young, 2020). Specifically, we first briefly present a survey and summary of our own and others' recent research, drawing together and analysing thought and findings from across a spectrum of relevant interest areas – social psychology, education, applied linguistics and intercultural communication studies. From this we show how we have developed a new heuristic integrated conceptual model of the international student experience which can gauge adjustment and adaptation. This integrates theory and recent empirical research exploring the academic, psychological and sociocultural aspects of and influences on the experience of study abroad. The model was developed through the deployment of a methodological toolkit which shows how different ontological perspectives on culture, interculturality and identity can be integrated into a mixed-methods research design. The findings we present recognise that 'the international student experience' begins with factors that influence whether, when and where to study aboard, extends into the experience itself, and continues into the effects of the experience on the future life of former alumni. We also discuss how our work might inform intercultural virtual exchange in Higher Education in different contexts in the Global North and South (Young & Snodin, 2018).

Presentation C: Internationalization Brazilian Higher Education and the partnership with NU: the consolidation of IaH concept
This presentation discusses a research partnership between ECLS (School of Education, Communication and Language Sciences), Newcastle University, UK and CEES - Higher Education Studies Center, Pontifical Catholic University of Rio Grande do Sul, Brazil. The project had the aim of to identify conceptions of internationalization of higher education in the global south with the

partnership of the global north, which have at their core respect for interculturality and equity; as well as reporting and reflecting on a practice of building a partnership between the global south and the global north, with emphasis on IaH. The partnership was constituted in several phases: 1. Establishment of a trust relationship between key researchers from both countries, with interest in IaH (2015); 2. Development of international projects (2017): Internationalization of HE in the UK and Brazil: A partnership between Newcastle University and PUCRS; and Project The British Council Capacity Building & Internationalization for Higher Education program; 3. Scientific productions about the experience, presented at The EERA - European Association of Institutional Research panel and ATIAH Conference - Approaches and tools at IaH (2018); 4. Consolidation of the partnership: (financial by CAPES PRINT / Brazil) Visiting Professor (UK - BR) at CEES / PUCRS; and Work Mission (Br - UK) at ECLS (2019). Among the results identified, the following stand out: the construction and dissemination of the concept of IaH; the importance of IaH for countries in the global south, both from the perspective of equity and also from the perspective of the quality of higher education; the need for development policies that make possible to carry out projects that build IaH partnerships; institutional support for the development of these partnerships; and the need for Virtual Exchange support for innovative learning and the development of inclusive internationalization experiences.

Presentation D: Internationalisation in Chinese Higher Education in the time of the Belt and Road Initiative: The experience of Harbin Institute of Technology
This paper shares insights from a transnational project on internationalisation at home (IaH) in the context of Chinese Higher Education. The project 'Enhancing Internationalisation of Chinese Higher Education Institutions: An Intercultural Approach, 中国高校国际化建设 ： 跨文化的路径' is a partnership between ECLS, Newcastle University, UK and the School of English, Harbin Institute of Technology, PRC.
The project seeks to investigate opportunities and issues in internationalisation of Chinese HE with focus on internationalisation at home. The current strategy of the Chinese Ministry of Education in relation to 'opening education to the outside world' focuses on the promotion of student mobility, the development of joint international degrees along with teacher training and 'study abroad' programmes. However, despite the increasing number of students and staff able to study and work abroad, the large majority of those involved in Chinese HE do not get access to such opportunities.
In our project, we are particularly interested in how the physically non-mobile majority of students and staff understand and experience internationalisation. We report on our preliminary findings that show that students, staff, and administrators at HIT see VE as an opportunity both for themselves (individual level) and for their institution (strategic level). In the participants' views, advantages of VE over physical mobility include sustainability, replicability, digital skills development, and environmental friendliness. More importantly, VE might provide an inclusive way of accessing an international and intercultural experience to students and staff members who cannot take part in international physical mobility programmes for various reasons (e.g. caring duties and limited financial means). The paper offers an exploration of internationalisation in the context of Chinese Higher Education and it argues how the development of VE has the potential to enhance internationalisation and global engagement of Chinese HEIs.

Growing the field through research – Diverse approaches to investigating virtual exchange

Format: Symposium
Track: Evaluating the Impact of VE through Research

Authors

Kyle Kastler, *Stevens Initiative, The Aspen Institute*

Sarah Guth, *UNICollaboration*

Mary Lou Forward, *SUNY COIL Center*

Chelsea Donaldson, *Empatico*

Haili Lewis, *The Stevens Initiative*

Symposium organisers: Kyle Kastler, The Stevens Initiative; Christine Shiau, The Stevens Initiative; George Khalaf, Empatico; Sarah Guth, UNICollaboration; Mary Lou Forward, SUNY COIL

Overview Description:
In this session, the Stevens Initiative facilitates an examination of differing approaches to research about virtual exchange from the perspective of large institutions in the field. These presentations and the subsequent discussion demonstrate our field's potential to show the impact virtual exchange has on multiple learning domains for participants. Through four brief presentations, representatives from the Stevens Initiative, UNIcollaboration, The SUNY COIL Center, and Empatico show how different institutions approach the development and support of research projects and disseminate knowledge to the field. Presenters also highlight how program facilitators, administrators, and peer institutions can draw on this research in their work. A large portion of the session is reserved for a moderated discussion, during which presenters will discuss challenges and good practices related to research in the field of virtual exchange and how knowledge and resources can be better shared. Time will also be reserved for attendees' questions and discussion of the areas of knowledge that need to be further explored in order to address their institution's challenges in launching, conducting, evaluating, or sustaining virtual exchange programs.

Objectives include:
1. Attendees will be able to describe different approaches to virtual exchange research, including key priorities, common challenges, and good practices for conducting virtual exchange research from the perspective of large organizations.
2. Attendees will be able to identify and use shared resources as grounding to inform their practice and virtual exchange programming decisions at their institution.
3. During the facilitated discussion, attendees will be invited to share their perspectives on research and learning priorities to address needs in their respective contexts.

Session Outline:
- Symposium Introduction (5 minutes): Introduction to the panel, format, and organizations represented.
- Organization Presentations, with slides (12 minutes each, 48 minutes total): SUNY COIL Center (12 min), The Stevens Initiative (12 min), UNICollaboration (12 min), Empatico (12 min)
- Facilitated Discussion (20 minutes); discussion questions to include: What questions do

potential implementors, educators, and administrators have about virtual exchange programs? Can some be answered by referring to research, especially what was presented here today? Can research and program implementation occur simultaneously and be mutually reinforcing? What other resources would be helpful and how might the virtual exchange community work together to develop them? Have you effectively leveraged research to develop or build support for virtual exchange? What were effective strategies? How can the resources shared here help others advocate for virtual exchange in their communities?

- Attendee Q&A period (17 minutes)

Individual Proposals:

Empatico: Empatico has collaborated with education partners to create a tool to bring virtual connections to classrooms in an intentional and powerful way. Focusing on ages 6-11, Empatico activities seek to strengthen social and emotional learning. In this symposium, a representative from the Empatico organization will share their research efforts that seek to understand the impact that their virtual exchanges are having on educators and students. This presentation will include findings from 1) their 2018 pilot study of 303 U.S. students that explored how virtual exchanges affected student empathy and 2) their follow up research effort with Stanford University, a larger and more rigorous quasi-experimental evaluation study.

UNICollaboration: UNICollaboration is a cross-disciplinary professional organisation for telecollaboration and virtual exchange in Higher Education. In this presentation, a representative of the organisation will elaborate on the research foci of UNICollaboration which consist of organizing and promoting events and activities dedicated to: sharing research-related information and expertise, strengthening research into online intercultural exchange, supporting researchers entering the field. In addition to discussing previous research efforts including EVALUATE and EVOLVE, potential future large research projects will be discussed from the European and telecollaboration perspectives.

The SUNY COIL Center: The SUNY Center for Collaborative Online International Learning (COIL) is one of the leading international organizations focused on the emerging field of virtual exchange. Through training and strengthening networks, the COIL Center supports research at the educator and higher education institution level. Also, through the organization and sponsorship of the COIL conference and the International Virtual Exchange Conference, the SUNY COIL center leads the field in providing opportunities for research collaboration in the field of virtual exchange. In this presentation, the COIL center will discuss effective efforts to support virtual exchange implementors and future plans to leverage the Center's resources to support research.

Stevens Initiative: The Stevens Initiative is an international effort to build global competence and career readiness skills for young people in the United States, the Middle East, and North Africa through virtual exchange. The Initiative is sponsored by the US Department of State and administered by the Aspen Institute. Presenters will share the Stevens Initiative's agenda for research including identifying what is known about virtual exchange, what gaps exists, and the future direction of research efforts. Presenters will review recent publications including our Impact Report, Annotated Bibliography, and Typology, and preview future planned projects.

The Power of Facilitation in Deepening and Equalizing Virtual Exchange

Format: Workshop
Track: Innovative Pedagogy and Practice through VE

Authors
Erkinaz Shuminov, *Soliya*
Oya Yilmaz Ghahary Kermany, *Soliya*
Ahmed Saed, *Etisalat UAE*
Katja Riikonen, *Soliya*

Soliya's session will highlight the significance of having trained, human facilitators in virtual exchange programming. Through the workshop, attendees will participate in an excerpt of Soliya's facilitation training, whereby we equip diverse individuals around the world with the tools and techniques to have, deepen, and sustain difficult conversations online.

In our facilitation training program, trainees are placed in small, international groups and meet in a video- conferencing platform for live, face-to-face learning about promoting dialogue and resolving conflict in the specific context of digital, cross-cultural interactions. In our session, we will provide attendees with the same learnings, which are applicable to any important conversations that happen across lines of difference. Learnings include: how to recognize and address power imbalances in a dialogue group; how to encourage dialogue participants to think critically about their and others' perspectives; how to maintain multi-partiality when facilitating; how to ensure that dialogue moves beyond superficial connections and toward deep understanding; and how to address rather than ignore disagreement among participants. As difference and conflict are important and natural parts of the learning process, this latter point is particularly useful: facilitators are trained to identify any areas of division and empower the participants to address these issues themselves, ensuring that moments of conflict can be transformed into productive conversations through which participants can uncover root causes behind tensions and underlying fears or experiences that may fuel strong emotions.

Due to the neutrality and multi-partiality it affords, facilitation is widely regarded as an effective conflict resolution method and thus is crucial to virtual exchange, which engages individuals across diverse and potentially divisive perspectives. Our use of trained facilitators ensures that the dialogue sessions become a safe space for youth from marginalized backgrounds to be heard, recognized, and respected and therefore experience the same benefits as their peers. Facilitators, for example, are trained to make observations and ask questions that encourage all students to share their perspectives and address power imbalances that may otherwise hinder the learning experience of those who feel sidelined. This idea of perspective-giving, or the experience of voicing one's thoughts and feeling heard, is precisely what researchers suggest can counter the risk of non-dominant groups feeling more disempowered after interacting with dominant groups.[1] Facilitators are central to the group dialogue process as they support group identification and cohesion, which in turn sets the stage for participants to engage openly, honestly, and deeply.

The goal of this workshop is to elucidate the value about facilitation in virtual exchange by sharing information about one model of training. After describing our training, as well as sharing impact stories and case studies about facilitation, we will break attendees into small groups and implement a facilitated activity through which they will explore their identities. Uniquely, attendees will experience first-hand the impact of facilitated dialogue.

[1] "The power of being heard: The benefits of 'perspective-giving' in the context of intergroup conflict" (2012)
https://www.researchgate.net/publication/256752684_The_power_of_being_heard_The_benefits_of _'perspective- giving'_in_the_context_of_intergroup_conflict

Facilitating Student Engagement and Agency in COIL Projects: Programmatic, Faculty and Student Perspectives

Format: Symposium
Track: Innovative Pedagogy and Practice through VE | Student Voices

Authors

Olga Aksakalova, *LaGuardia Community College, CUNY*

Tuli Chatterji, *LaGuardia Community College, CUNY*

Dragica Žugić, *University of Donja Gorica*

Žana Knežević, *University „Mediterranean" Podgoric*

Olivera Stankovic, *LaGuardia Community College, CUNY*

Phyllis Van Slyck, *LaGuardia Community College, CUNY*

Kyoko Toyama, *LaGuardia Community College, CUNY*

Justin Barrera, *Matsusho Junior Colleg*

Symposium organiser: Olga Aksakalova

This symposium explores programmatic and pedagogical approaches to COIL/Virtual Exchange that enable student participants to navigate cultural, linguistic, and digital divides with openness, collegiality, agency, empathy, and global civic responsibility. At the same time, we discuss factors that might hinder this effort. Faculty from LaGuardia Community College of the City University of New York (CUNY) will be joined by their international faculty partners and at least one student to discuss affordances and challenges of creating student-generated content and facilitating student leadership within and across disciplinary, institutional, and cultural contexts. Through collaborative in-person and virtual presentations, faculty and student symposium facilitators aim to

1. Evaluate local, cross-cultural, and civic impact of specific student-centered VE practices;
2. Distill the possibilities of disrupting traditional teacher/student hierarchies by giving students opportunities to take a leadership role in constructing the learning environment;
3. Explore strategies to overcome intercultural tensions and achieve perspective shifting;
4. Elucidate theoretical frameworks that inform pedagogical decisions to enable students evaluate their subject positions and attitudes toward the Other;
5. Illuminate approaches to professional development that emphasize student engagement and agency.

It has been established that Virtual Exchange provides opportunities to develop learner autonomy (O'Rourke, 2005; Fuchs, Hauck & Müller-Hartmann, 2012); enables students to "enter into a new realm of collaborative enquiry and construction of knowledge, viewing their expanding repertoire of identities and communication strategies as resources in the process" (Kern, Ware, and Warschauer 2004); and facilitates meaningful collaborations in which students "depend on one another to complete the task" (Guth and Rubin 2015). Our symposium engages and extends these lines of scholarly inquiry by (1) foregrounding students' decision-making role in the execution of VE in ways that bridge their academic and non-academic identities; (2) exploring topics and collaborative tasks that challenge nationalistic and imperial tendencies; (3) initiating meaningful epistemologies of cross-cultural knowledge that decenters either/or binary.

Title: COIL Program Development and Student-centered Institutional Culture
Olga Aksakalova will open the symposium with an overview of the COIL program at LaGuardia Community College. She will briefly contextualize the program in the institutional culture of inclusive pedagogy and global learning and illustrate intersections between LaGuardia's educational landscape and perspectives on critical internationalization (https://criticalinternationalization.net). One of the most culturally, ethnically, and linguistically diverse urban campuses in the US, LaGuardia Community College cultivates curricular and co- curricular activities that acknowledge and capitalize on the superdiversity of its students and faculty; these activities often center on social justice issues and explore ways to promote equity. Importantly, students and faculty draw on their cultural and intellectual capital to destabilize patterns of inequity and gain agency. In this environment, COIL takes the shape of active global learning that mobilizes various strands of student identities, teaches them to exercise ethical responsibility in global contexts, and negotiate meaning in collaborative and mutually respectful ways.

The presenter will note how the form and content of professional development has evolved to emphasize student empowerment and collaboration. To illustrate her points, she will analyze several professional development activities and resources dealing with assignment design and assessment. In addition, the presenter will discuss how the campus signature event, the COIL Showcase, evolved from a faculty gathering to
a faculty-student conference featuring LaGuardia as well as international teams. She will also discuss incentives for students to engage in COIL in meaningful ways.

Title: Borderland Pedagogies: Vision and Praxis
Tuli Chatterji will begin by foregrounding that the success of any transnational pedagogical project or cross- border humanities research lies in the vision and praxis of its faculty collaborators, but it also rests primarily on the ways in which students across borders choose to engage with the ideas that would re-define both personal and institutional attitudes towards the self and the other. She will then proceed to show how emergent patterns of paradigmatic shift resurface when hegemonic discourses contest with supposedly marginalized discourses thereby meaningfully altering the gaze of the imperial subject (students/institutions) towards others.

This presentation will demonstrate through below three categories how COIL compels students from a U.S. school system to re-negotiate their attitudes towards culture, language, and identity of students from other   parts of the world while also opening up avenues for a collaborative critique of the assumed hierarchy of the West to the rest of the world: a) Video Chat-LaGuardia student reflections of a video chat with graduate students from University of French Guiana following respective readings of Vietnamese writer Oanh Ha's short story "American Dream Boat" will show shift in perspective towards language and community among native born US and immigrant students' of LaGuardia; b) Blog exchange- Discussions on French-Lebanese writer Amin Maloouf's In the Name of Identity between LaGuardia freshmen and graduate students at University of French Guiana will identify how U.S. immigrant students' attitude towards the United States shifts when they reflect on their own past attitudes as hosts towards immigrants in their own country; c) Shared google document/Facebook/WhatsApp-- A collaborative exchange on "Partition of India" between students from several universities in the Indian sub-continent and LaGuardia will document how students from both sides of the   Atlantic critique western pedagogical affinity to silence and erasure of non-western

histories from western curriculum as signs of perpetuating nationalism.

Title: Collaboration as Social Learning
Kyoko Toyama (LaGuardia) and Justin Barrera (Matsusho Junior College) will be joined by student Summer Tadachi (Matsusho) to address the impact of running a long term COIL exchange. Over the past 5 years, the collaboration between English and Japanese language courses in LaGuardia and Matsusho Junior College evolved from simple video file sharing to an authentic collaboration with interactive shared writing, asynchronous and live video communication, and an ePortfolio web product. This transition was the outcome of changes in the technology available, palpable feedback from students towards preferred practices, and the need to make the collaboration relevant to the students and their future work environments.

The presenters will expose their strategies to avoid the distraction from didactic goals brought on by the explosion of multimedia in the classroom and evolve to a partnership with students working collaboratively on the same shared cloud documents. This allowed for a social learning (Bandura, 1963 & 1977) environment where students could see and learn from their peers' work in progress; this empowered students and increased their self-confidence.

Students actively participating in the current COIL exchange will explain how socializing the learning process impacts the mindset of students and role of the educator. They will discuss how this social learning mindset changed their view of their own challenges and shortcomings.

The presenters will argue that in a student-driven learning environment, challenges are no longer obstacles toward delivering a final product to the educator. Instead, challenges become the growth points for the students as they complete their goals with their learning partners abroad. The role of the educator evolves from a classroom referee among competing students to that of a coach, whose support is actively sought out. Challenges and shortcomings are actively acknowledged and discussed in the classroom among peers. This change in learner-educator relationship in turn fosters a growth mindset and better classroom learning environment.

Title: Beyond Single Stories: Responding to Xenophobia
Phyllis Van Slyck will describe a month-long virtual collaboration between LaGuardia and University of Johannesburg that aimed to develop student connections across cultures and encourage global literacy. She will show how this project addresses global literacy as defined by AAC&U: activities that "foster students' understanding of the intersection between their lives and global issues and their sense of responsibility as local and global citizens."
(http://www.aacu.org/resources/globallearning/index.cfm.Quoted)

The presenter will discuss student responses to two common texts -- Chimamanda Ngozi Adichie's "The Danger of a Single Story" and Trevor Noah's Born a Crime: they moved from complex interpretations of their respective cultures to a conversation about race in South Africa and the U.S. American students asked Johannesburg
students what had changed in South Africa post-apartheid. Johannesburg students asked American students about immigration issues they faced. South African students introduced the Zulu concept of "ubuntu," the notion that we are all responsible for one another regardless of race, gender, nationality or class.

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Student reflections on this exchange will be foregrounded to demonstrate discovery of commonalities and commitment to global citizenship. The presenter will also share the strategies students suggested for overcoming xenophobia in both countries and beyond. In addition to these content-based analysis of global literacy, the presenter will discuss the importance of providing space for students to reflect on the strengths and challenges of specific online platforms and posting formats. The presenter's faculty partner and 1-2 students might join virtually.

Title: Student Leadership in Digital Learning in the International Virtual Setting
Olivera Stankovic (LaGuardia), Zana Knezevic (Mediterranean University), and Dragica Zugic (University of Donja Gorica) will discuss their triangulated COIL project "For Students, by Students: Virtual Tourist Handbook on NYC and Montenegro." The handbook was created as a weblog in WordPress. Faculty's goal was to establish a student-centered learning environment and expose students to a set of skills and frameworks that could empower them to think critically and to lead while they were facing new challenges.

Presenters will analyze the importance of allowing students to explore their surroundings, visit interesting places, and reflect on them by including their own personal narratives, experiences, images, and sharing their stories with their peers from abroad. Because students were divided into seven categories-themes (food, lodging, etc) based on their interest and knowledge about a specific category, their investment was visible. In facilitating their discussions and reflections, faculty noticed a high level of motivation among students and their determination to claim ownership of their learning environment. For instance, one LaGuardia student took initiative in creating two study guides for all students. The first guide was about how to create and embed YouTube in Canvas and the second one was how to collaborate simultaneously on their final PP presentation of the project. Another LaGuardia student was so inspired by the project that she created a logo for COIL to be used on campus. On the other hand, several Montenegrin students sent their first videos in which they introduced themselves in such an eloquent way like real leaders. At the end, all students collaboratively created a virtual tourist handbook (blog) that showcased their contributions on a variety of topics.

The presenters will close by reflecting on how students in each local setting engaged with the challenge of leaving their comfort zone and offer strategies for guiding students to be leaders and facilitators in Virtual Exchange. One or two students might join virtually.

Strategies for maintaining instructor engagement in VE training programs

Format: Symposium
Track: Innovative Pedagogy and Practice through VE

Authors
Dan Nolan, *University of Minnesota Duluth*
Natalia Dyba, *University of Washington Bothell*
Ruiling Feng, *Tianjin Normal University/Tsinghua University*
Greg Tuke, *Seattle University / Antioch University*

Symposium organisers: Dan Nolan; Ruiling Feng; Greg Tuke

The creation of a faculty development program for Virtual Exchange can be challenging. Faculty must remain motivated throughout the process of finding an international partner, redesigning and co-developing a course or module, and cultivating productive and meaningful ties between partners, student collaborators and their shared learning goals. Doing so often involves the use of new technologies and new teaching strategies for new forms of student interactions. Is it possible to accomplish this with very limited resources?

This symposium, presented by seasoned COIL program directors and trainers from diverse institutions, will offer program design ideas and specific strategies for implementing efficient Virtual Exchange training programs and keeping faculty engaged in the process. Presentations in this panel will offer insights gathered through years of attempts to make the best use of university and external resources, from instructional design expertise, to approaches to international partnership development, to assessment, internationalization of the curriculum, and strategies for engaging with university leadership and larger university structures. Presenters will both share from their own experiences as well as present summaries of and reflections on recent research on best practices in this emerging field.

The symposium will consist of four presentations:

Dan Nolan, Assistant Professor of German Studies and COIL coordinator, Department of World Languages & Cultures, University of Minnesota Duluth, Duluth, Minnesota, USA

> The first presentation compares ongoing efforts at the University of Minnesota with larger COIL facilitation efforts at several other locations, including the SUNY COIL Center, the EDGE project at Pennsylvania State University, the Erasmus + Virtual Exchange project, and COIL work at the Aurora Network.
> Having worked with several faculty groups at multiple campuses in the University of Minnesota system, my experience with COIL facilitation indicates that several key factors must align for impact and module development to expand, including: ready international partners, expertise in training faculty from instructional design staff, support for course redesign, motivated faculty with interest in intercultural learning, engaged IT staff interested in international collaboration, and support from administrative leadership. Maintaining alignment of these support structures can be excessively demanding for stakeholders. This presentation provides suggested guidelines

for efficiently maintaining and providing support by discussing pathways for designing faculty training online and practical options for expanding international partner development. This presentation will report on ongoing efforts in the University of Minnesota's COIL Cohort, which this year expanded to include work on developing international partners for COIL projects. By sharing resources across locations, creating community among motivated practitioners, providing models for research on COIL, and by clarifying pathways toward successful project implementation, existing interest in COIL module development can expand, driving future growth.

Natalia Dyba, Director of Global Initiatives, University of Washington Bothell, USA

The University of Washington Bothell, a regional, public institution serving around 5,500 mostly place-bound students in the Pacific Northwest of the United States, began its COIL efforts in order to provide more students with access to global learning. A professional development program for faculty - COIL Fellows - was launched in 2014 with support of an institutional grant. Despite significant fluctuation in financial resources available and institutional alignment, small cohorts of faculty from a variety of disciplines have been coming together each year to learn about COIL pedagogy and prepare to implement it into one of their courses. This presentation will focus on program modifications implemented since 2014 in order to increase faculty engagement and the likelihood of successful COIL course implementation, including:

- A structured program syllabus with assignments and regular check-ins about progress;
- Involvement of senior faculty;
- Endorsement of proposed courses by academic leadership;
- Deepening partnership with instructional designers in the office of Digital Learning & Innovation.

More information about the COIL Fellows program at the University of Washington can be found at: https://www.uwb.edu/globalinitiatives/academic/coil-initiative/coil-fellows

Ruiling Feng, Lecturer and COIL Coordinator College English Department at the Foreign Languages College, Tianjin Normal University, China

As transpires from my experience, it's easier to draw faculty's interest in doing COIL than to sustain their interest and engagement. COIL features more advantages than the traditional exchange program of physical mobility, at building up a more inclusive yet less costly international learning model. International or cross-cultural learning is effective in pushing English language learners to interact with their international partners in English as a shared language, and thus help automatize their explicit language knowledge through intensive comprehension and production. From this sense, COIL can easily arouse tremendous enthusiasm from faculty in foreign language education. However, to keep their interest, comprehensive support and resources are necessary, but they are not easily and abundantly available in most higher education institutes.

Tianjin Normal University in China has managed to keep a COIL faculty team of eight members since 2017 and the stability is due to efforts from various stakeholders and the involved faculty members themselves. This presentation will focus on two key reasons:

i) Our COIL faculty team is an officially recognized "community of professional practice" in the Foreign Languages College. The chair and vice chair are both on this team. Collectively we can decide our own teaching materials, calendar and assessment methods, empowering faculty

members to reform their classroom instruction. Empowerment of course involvement is a huge impetus, as the course we teach, "College English" is well-known for a unified syllabus with the same textbook, calendar and assessment tools.

ii) Combination of teaching and academic research is another reason. From COIL practice, the faculty members can collect rich data from observation, interview, questionnaire, artifact collection, etc. Also, they are encouraged to collaborate with their international co-teaching partners in doing research. Besides, our team holds regular seminars to discuss teaching and academic research agenda, to facilitate synergy development among colleagues.

Greg Tuke, Virtual Exchange Faculty Trainer, Founder at GoingGlobalU.com

The closing presentation will share lessons learned and insights uncovered in working with both new and more experienced universities in the process of implementing Virtual Exchange strategies at their universities, using a variety of approaches tailored to their particular university culture and interests. Greg will focus on cost- reduction strategies that can be employed by helping expand the capacity of the existing university technology and staff development departments through modest training efforts by the Virtual Exchange Trainer in the first two years of the program's launch. Additionally, he will discuss how to utilize and ever increasing number of faculty alumni from the VE training program to teach and selected elements of the core VE training that best fit those faculty and their expertise related to Virtual Exchange courses.

Hands-On with Online Collaboration Tools

Format: Workshop
Track: Innovative Pedagogy and Practice through VE

Authors
Carine Ullom, *UNICollaboration*
Gosia Kurek, *UNICollaboration*

During this workshop you will experience first-hand three, free web-based collaboration tools that have great potential for use in virtual exchange: Skype Translator, Hypothes.is, and TourBuilder (by Google). We will spend approximately 20 minutes getting to know each tool (brief overview followed by hands-on practice) and then we will take approximately 10 minutes to discuss the tool's potential (and possible pitfalls?) in virtual exchange.

Participants are asked to bring a tablet or laptop that is fully charged (smartphones not advised) (and be prepared to share with those who do not have a tablet or laptop). To participate in the Skype Translator session via voice (participation via text is also possible) a headset or earbuds with a microphone attached is required.

This session will, by necessity, be fast-paced (and fun). Please come prepared to "roll up your sleeves and dig in!" However, if you're not feeling confident that you'll be comfortable trying out the technologies in this abbreviated timeframe, you are welcome to join us as an "observer". And, if you don't have a tablet or laptop, please don't let that stop you either. Someone in the room will gladly share with you. All are welcome!

Using Technology to Assess Intercultural Competencies in Research

Format: Workshop
Track: Evaluating the Impact of VE through Research

Authors
 Nicole Simon, *SUNY Nassau Community College*
 Adele Merlino, *SUNY Maritime*

This hands-on workshop provides a theoretical overview with real-life examples of successful COIL assessments of intercultural competence used in research. This session focuses on the use of technology for assessing intercultural competency. Learn how to embed cultural awareness into lesson plans with a colleague from another country. Develop hands-on collaborative projects students work on together despite the distances created by time zones and cultural and geographical borders, all with the use of online and mobile technologies. In implementing a mixed-method approach, various types of assessment are used to determine the impact of COIL on intercultural competency. Learn the most appropriate technological choices to collect this challenging, yet, valuable information to gain a true understanding of students' perceptions pre and post COIL.

The basis for this study begins with the qualitative analysis of intercultural competency collected over several semesters. Global learning scholar Doreen Starke-Meyerring underscores the importance of assisting "mutual inquiry and collaboration in globally networked learning environments (GNLEs), that is learning environments that rest on robust partnerships extending across institutional, linguistic, national, or other boundaries in order   to facilitate faculty and student participation in the shaping of an emerging global and social economic order" (2008). This form of active global learning networks aids learners in developing skills necessary to communicate effectively on a global level in an ethical and responsible manner. Through the use of educational technology affords students the opportunity to employ multiple form of technologies to achieve this objective.

Student outcomes and gains include global awareness, intercultural competence, and intercultural communications, as well as, cross-cultural adaptability. These outcomes are ultimately demonstrated in a student's increased empathy towards those who are different, increased curiosity and knowledge-seeking abilities, critical thinking, and problem-solving skills. The quantitative component of this study incorporates Bennet's (2008) definition of intercultural competencies as consisting of the following core attributes: Mindset (cognitive competencies), Skillset (Behavioral competencies) and Heartset (affective competencies). COIL participants answer poignant Likert Scale questions in a self-reflective and self-reported survey to determine the statistical significance and changes of mindset, heartset and skillset. Students complete pre-COIL and post-COIL assessments as this provides the data in the statistical determination of COIL's impact.

Developing an Open Educational Resource to Foster Student Intercultural Awareness

Format: Workshop
Track: Innovative Pedagogy and Practice through VE

Authors
 Eva Haug, *Amsterdam University of Applied Sciences*
 Hope Windle, *SUNY COIL Center*
 Daniel Stanford, *DePaul University*

As COIL/ Virtual exchange collaborations are becoming a more common practice, the need to prepare students to effectively communicate, persuade, trust, or critique in diverse teams has become more evident. Through reviewing multiple collaborations, veteran COIL Coordinators from various institutions have noticed that students need support breaking through the invisible boundaries of global collaboration and communication.

This process led us to ask, "How can we help students recognize their own culture and the culture of the people they are working with and understand how culture permeates all aspects of how they work together?" As a result, we want to prepare students to be "awake" in the collaboration and to enter the virtual exchange experience with an instruction manual on how to engage respectfully. We envision this resource could be incorporated by instructors as an introduction to a virtual exchange collaboration.

The intercultural OER seeks to shift student perceptions and help them recognize that the way they have always done things may not be the way things are done in other parts of the world. Topics addressed in the OER include:
Intro to Virtual Exchange Defining Culture
Developing Cultural Intelligence
Identifying Your Cultural Preferences and Biases Understanding Key Dimensions of Culture
Addressing Language Barriers and Other Language Considerations Common Challenges in Virtual Exchange Projects
Engaging with Peers and Building Mutually Respectful Relationships

This online, experiential resource is designed to augment instructors' efforts to prepare students for a virtual exchange collaboration. It includes engaging activities, videos, readings and visuals to recognize and reflect on one's own culture. Discussion prompts also allow students to gain vital insights for working effectively and sensitively with one's counterparts.

The primary goal of the workshop is to gather diverse voices from our global community of practitioners to improve this OER for all students. In this workshop, participants will:
Introduction: Why was the OER created and what are its goals? Review: The participants will review the OER in its current state.
Group Activity: Participants will work in small groups to identify possible use cases, gaps, and potential revisions to improve the OER.
Reflection: Participants will consider how they might contribute to the OER moving forward

Maximizing Virtual Global Collaborative Impact for Sustainability Leadership: Design A Model for Achieving Sustainable Development Goals

Format: Workshop
Track: Virtual Exchange and Global Impact

Authors
 Daniel Von Felten, *Zurich University of Applied Sciences (ZHAW)*
 Mona Pearl, *DePaul University*

The climate and its impact on our planet and civilization is a defining challenge of the 21st century. "CSR" Corporate Social Responsibility, sustainability and climate resilience are highly significant, and organizations and communities across continents should be managed in a way that ensures that this planet remains habitable.

We share the planning and implementation of our experiment aimed at creating and validating a model for sustainability and CSR to prepare tomorrow's leaders to undertake global initiatives. The proposed model facilitates the process of brainstorming, critical thinking and problem-solving across borders, cultures, industries, and disciplines. Our approach utilizes teamwork collaboration across multiple international universities and a myriad of disciplines in order to formulate change, progress and come up with new solutions and answers for existing as well as tomorrow's challenges.

The main challenges we addressed:
Find solutions across industries, countries, regions, and cultures.
Teamwork and problem-solving skills, requiring a global and intercultural approach
Developing global and cultural competence, and the ability to communicate and reach agreements/deliverables.

Sustainability can be engaging and empowering. It allows students to assume responsibility for their actions and to contribute their vision for a sustainable future. However, their perspectives may be limited to and influenced by the city/country in which they reside. This experience will facilitate their development of knowledge and skills, improve their awareness of values and motivations for action, as well as allow them to ensure their own wellbeing-and that of their community and the planet-in an increasingly interconnected world.

Stefan Crets Executive Director CSR Europe states: "Collaboration is vital to pursue the systemic changes needed in society and within business to achieve the Sustainable Development Goals" ("Collaboration for Impact," 2018).

The World Economic Forum (WEF) focuses on many aspects of CSR and features several platforms stating that we are living in a more complicated and fast-changing world with interconnected problems and challenges. Businesses, governments, and civil society are undertaking initiatives to define these problems, search for solutions and take action. But how do the world's efforts to address these challenges feed into interconnected global systems, or attract wider public attention for more impact?

The sustainability challenges are addressed through developing effective intercultural interactions, problem solving skills, critical thinking, teamwork, and global leadership while utilizing higher education institutions around the world as a lab in a complex global reality, fostering experiences that develop skills for competitiveness.

The virtual collaboration deliverables mimic the workplace demands, and the students' engagement in problem- solving forms the base of our approach, emphasizing that task execution depended on their interactions, worldview and goals.

We will guide the participants through the process of setting learning goals, converging interests, developing pedagogy and addressing milestones, integrating technology, research methodologies and implementation of this model that can serve as a platform for global problem-solving such as the UN 17 sustainable development goals.

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