# 2022

# INTERNATIONAL VIRTUAL EXCHANGE CONFERENCE PROCEEDINGS

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# 2022 International
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# Students' perspectives on an integrated telecollaboration project through Padlet and Zoom: a case study of adolescent learners of Chinese as a Second Language in Ireland

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**Abstract Summary:**

This doctoral research project takes Design-Based Research (DBR) approach with 2 iterative cycles of problem identification, solution design, implementation and reflection to determine for re-design requirements to develop a computer-mediated task-based collaborative initiative for adolescent learners of Chinese at the beginning level in the Irish post-primary school system. It aims to investigate how Irish adolescent learners at beginning level of Chinese develop their language competency and intercultural awareness through telecollaborations with Chinese native speakers of the same age. The previous findings of Cycle 1 demonstrate that students probably underestimated the challenge of engaging with Chinese native speakers, which would suggest that more scaffoldings and preparations are required for beginning-level learners before and during telecollaborations. Therefore, the research Team and participating teachers redesigned communication tasks by integrating a real-time collaborative web platform-Padlet with a video conference platform-Zoom. This paper will present a case study which involves student participants from two post-primary schools in Ireland and their language pals at the same age range from China. It will mainly focus on students' experience and their reflection on how each different platform as a mediation tool facilitates their language improvements and intercultural awareness development. In addition, feedback from students and teachers on the limitations of each technological element that hinders communications will be discussed.

# Nairobi Dance Exchange: Virtual Choreographic Dance Collaboration and Study Abroad

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**Abstract Summary:**

Our partnership with Dance Center Kenya (DCK) in Nairobi began with a sustained peer to peer virtual exchange between ECU dance students and students from DCK during Spring of 2020. Students met once a week over Zoom for two hours to share dance choreography and music with one another. We alternated leadership of the sessions, to create space for mutual exchange of teaching traditional African dance technique, Hip Hop and Ballet while reserving time each session for students to share their own original dance choreography. The first virtual exchange period provided a catalyst to develop a new special topics course offered to ECU students in the Spring of 2021 and 2022 in which unique movement styles found throughout our global community are taught and experienced through virtual guest instructors. Instructors from the DCK were located at the center of the course as reoccurring guest teachers who lead specific sessions each month providing lecture material and movement sessions in traditional and contemporary African Music and Dance that provide the necessary foundation for American and Kenyan students to work on a performance project together. The third and current phase of the project aims to continue the development of the virtual exchange while adding an in- person exchange component. Supported through a Federal VESA grant (Virtual Exchange Study Abroad) instructors from Nairobi will visit ECU campus in the Spring of 2022 to finalize and perform the choreographic collaborative dance project with ECU students. This will be followed by a study abroad trip, where 10 ECU students will go to Kenya to again perform the collaborative piece in Nairobi for a local audience.

# Incidental linguistic form acquisition: a pathway for more organic application of virtual exchange in language classrooms

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**Abstract Summary:**

While aspects including promoting intercultural communicative competence (ICC) and cultivating digital literacy were frequently discussed in virtual exchange (VE) research, the acquisition of linguistic forms, which still prevails as the main teaching goal in many contexts, was sometimes neglected or presupposed. This presentation shares the empirical results of a part of the doctoral research that aims to provide a clearer answer to the question, "how can 'forms' be incidentally learned in a VE environment?" In the project, 22 middle school and high school students were recruited from Germany and China to be paired up in a 7-week long task-based VE, and they followed instructions to exchange facts and opinions about various topics about their cities and cultures in weekly Zoom meetings.

Meanwhile, aligning with the suggestions from Ware and O'Dowd (2008), participants were given explicit directions to ask questions about and provide feedback on linguistic forms, including vocabulary, grammar, and pronunciation, should there be any unclarity or errors. Based on the recordings and collaborative writing pads of each online meeting, the incidentally discussed and acquired new linguistic forms of each participant were identified and assessed 2-3 times to evaluate the learning effectiveness. Moreover, interviews and portfolios were also qualitatively analyzed for ICC and digital literacy gaining. The preliminary data analysis shows that, while the often-examined ICC and digital literacy benefits of a VE project are retained, this project design demonstrates substantial potential in linguistic form acquisition. With 2.95 new forms per hour, each participant encountered 14.73 new forms in the project on average with an overall 90.00% correct rate in the tests. However, vocabulary stands as the most frequent form to be negotiated. Based on this, further applications of how VE could be more organically incorporated in language classrooms with diverse settings will be discussed.

# Including Disabled Learners in VE: The Use of Game Simulations on Environmental Problems

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**Abstract Summary:**

The use of global environmental game simulations in virtual exchanges (VE) is an emerging student engagement tool. Games are a critical pedagogical tool in teaching students about complex environmental problems because policy solutions require intercultural collective action. Qualitative data will be included on the outcomes to highlight the experiences from these global VE games that have been implemented for many years. Specifically, a case study will be presented on how disabled learners can participate in the VE games as leaders of teams. Previously published research documented that game simulations were not conducive to the learning styles of this student community (Smith and Abrams, 2019). However, this case study debunks the literature with evidence on how to implement VE games that include a universal design and access approach (Oswal and Meloncon, 2014; Thomas 2020). According to the National Center for College Students with Disabilities (NCCSD, 2022), approximately 20% of undergraduate students report they have a disability, and it is expected that this number can increase particularly as more learners with disabilities are entering college. Many students, including those with disabilities, are not able to participate in a study abroad trip for global learning for a variety of reasons. This case study and the overall approach are a major Diversity, Equity, and Inclusion (DEI) changer for students who in the past found barriers to global learning, as well as high value drivers to achieve the United Nations' Sustainable Development Goals (4, 11, 17). This is an intercultural presentation that includes the VE partners and the testimonial evidence of the experience of one of the learners from this community who effectively led the game simulation and the impact it had on her learning.

# Immersion, interactivity and co-presence to enhance intercultural communicative competences in a virtual reality setting

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**Abstract Summary:**

Both synchronous and asynchronous computer-communication tools have been deployed to enhance students' intercultural communicative competences in virtual exchanges (VE). Yet, technology is continuously evolving and it influences the way we communicate, work or learn. One of the most relevant recent technological developments that might impact learning processes in general and intercultural communicative competences in particular, is high immersion virtual reality (HiVR). HiVR allows learners not just to watch, but to experience events in all kinds of scenarios, as if they were there. Immersion, interactivity and presence are key affordances of HiVR environments. Based on previous pilot experiences (Jauregi-Ondarra et al, 2020, 2021) a VE project was set up between university students in the Netherlands and in Cyprus, to get a deeper understanding about how these specific HiVR affordances may influence intercultural interactions. 15 students in the Netherlands and 14 students in Cyprus were paired up for a period of four weeks and carried out three interaction tasks in English as Lingua Franca: getting to know each other, academic and student life and a final task designed by the Dutch students within their course "Language education and ICT". In Cyprus the project was integrated in the course "English for Chemical Engineering". All students used head-mounted displays (Oculus Quest) to carry out communication tasks in the social HiVR environment AltspaceVR. Different sources of data have been gathered in order to find out how key HiVR affordances, and concretely immersion, presence and interactivity, alongside with specific task characteristics, affect the way students engage in intercultural communication. Analysis of interaction recordings as well as questionnaires, reflection diaries and focus groups will allow us to get a deeper understanding about how immersive experiences might play a role in intercultural exchanges.

# COIL Virtual Exchange as an Internationalization at home strategy at a major university in East Mexico

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**Abstract Summary:**

Internationalization at home (IaH) 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, p. 69). As a result, IaH has been developed based on the proposition that the majority of students cannot travel abroad to have an international, intercultural, or global experience. In this presentation, Universidad Veracruzana (Mexico) will share its strategies and policy for establishing Collaborative Online International Learning (COIL) at the institutional level as an IaH strategy. Presenter will share strategies such as: 1) training UV professors and faculty members from partner institutions in COIL VE through a course that has been developed at the UV in three languages: English, Spanish and French; 2) sharing UV professors' profiles (who are trained in COIL) with partner institutions to find partners for them to teach COIL Modules; 3) registering UV professors to COIL VE training courses offered by institutions abroad; 4) Giving a certificate, at a especial ceremony, to professors and students who do COIL VE. As part of this policy, the UV has trained more than 330 professors in COIL VE from more than 28 countries; and 1, 681 UV students have had a COIL VE experience. As a result of participating in COIL VE, UV students have demonstrated to be more open, flexible, empathic and self-confident at the end of the COIL VE.

# Incorporating Service Learning Into a Virtual Exchange Project

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**Abstract Summary:**

This project incorporated a service learning component into a global learning experience (GLE) course between DePaul University (Chicago, USA) and the University of Uyo (Uyo, Nigeria). Students worked in groups to investigate the environmental, health, and economic impacts of the fossil fuel industry on their respective communities. Students worked with citizen groups, collected environmental data, and created strategies that supported community-based programs to manage and reduce the impacts of oil and coal on human development. Students used air, water, and soil test kits to monitor the environmental quality in their area. The data were uploaded to a common website and analyzed. The students presented their data to each other and the community groups. They discussed similarities and differences in the data and developed culturally appropriate strategies that the community groups could use to advocate for environmental justice. This project helped students meet learning outcomes related to intercultural and global understanding. The students were provided with an opportunity to interact as peers and work collaboratively on a final project that merged their respective experiences of impacts due to fossil fuel use. Students learned that the underlying determinants of the environmental crises due to fossil fuel use are related to systems that are global in nature, and solutions to these challenges will require approaches that recognize and integrate global interconnectedness. More importantly, this project supported community group initiatives by providing the citizens with skills for collecting and analyzing environmental data for use in educational, advocacy, and lobbying activities. A poster presentation format is appropriate for this discussion, as it will allow for more intimate and personalized discussion with viewers where targeted tips and techniques can be given.

# A to Z of Internationalization Strategies: Growing COIL/VE

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**Abstract Summary:**

This presentation will discuss Internationalization at Home strategies engaging the audience and having them consider their own institutional approach. We expect participants to share their experiences during the Q&A. During the last three years, ITESO developed an Internationalization at Home strategy which has led to an increase in COIL/VE from three courses to more than 50. A-Z means, instead of monetary support, an strategy to build knowledge communities. Step A: The Rector of ITESO created an interdisciplinary Commission for Internationalization in 2019 with the charge of planning for radically increasing access to internationalization programming for students. The result of this commission was to focus on Internationalization at Home – including COIL/VE. The Commission recognized that to increase participation the university needed to support and care for the wellbeing of the educational community. This initiative became actionable steps and measurable goals. Step B-Y: There is a structured support system for professors at ITESO. This includes internationalization liaisons in each department who are colleagues facilitating communication between the Internationalization Office and their department. We also use our Teaching and Learning Support Center to administer the capacity building workshops for introductions to COIL theory and practice led by our office. The "Z" component: To close the process we have two types of spaces. The first is a luncheon, where we come together with our collaborators to recognize their work and its continuity. In 2021, we added a "Z" component: The other space is a closing workshop held as a Meetup for professors across departments to shares stories of professional failure. This final step seeks to be a neutral space for reflection, where we all learn collaboratively, and solutions are provided.

# IVE Impacts for First-Year Students: The Psyche from Remote Learning and Subsequent Global Engagement

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**Abstract Summary:**

Although global classrooms (IVE) have become more popular in recent years, their use in first semester first-year student courses is unique. This session will present results of two studies highlighting positive impacts of new student participation in IVE. The first study examines how Covid-19 particularly influenced university students who began college in 2020. In the middle of a pandemic and with remote virtual classes, college life was drastically different from the experiences of any previous year. The study examines how a specific cohort of students, at an urban university in the US, was impacted socially and psychologically by the pandemic through the lens of participation in a global classroom. The study used interviews and a review of written opinion-based reflections. It evaluates how these students were affected by limited social interaction and heightened levels of stress due to the nature of the pandemic and provides results showing the global classroom experience was beneficial in mitigating their stress in comparison to other courses without an international virtual exchange. The second study presents results of a six-year research project that tracked student participants in a global classroom after the course ended. These students were all enrolled in an IVE project in the first semester of their freshman year at same university, specifically in business courses averaging 20-25 students. The data analysis will show how students who participated in this unique program went on to engage globally far more during their academic careers than the institutional and national averages and norms. The presenters will discuss the level, breadth, and frequency of these engagement opportunities. Overlapping conclusions from both studies include the positive unforeseen personal impacts, the long-term benefits to the institution and the participants, and the importance of early exposure to IVE in a student's academic career.

# Developing an action plan for integrating Virtual Exchange in Higher Education

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**Abstract Summary:**

Rethinking student mobility in innovative ways is crucial, especially in the light of the complexities of the past two years and the still uncertain future ahead. Designing more resilient and inclusive mobility schemes, with the support of digital technology, is hence a top priority at university level. Recently, Virtual Exchange has proved to be extremely useful to complement physical mobility and allow for a more inclusive intercultural and international experience, reaching out to those students who do not take part in physical mobility due to, among others, financial, personal, health and work related issues. Consequently, the focus should now be on how to successfully design and integrate Virtual Exchange into study programmes. Undoubtedly, if Virtual Exchange is to become a widespread practice in Higher Education Institutions, it needs to be conceptually understood by all stakeholders involved (students, educators, International Relations Officers, E-learning advisors, top management). It also needs to find a place within the institutional strategies of HEIs, particularly those related to internationalisation and digital transformation. The proposed workshop, based on the work conducted within the FRAMES project (https://frames-project.eu/), focuses on the process of integrating VE in Higher Education. In a mix of short presentations, small group hands-on activities, and plenary discussions, participants will work on an action plan to integrate VE within their own context, with the aim to see this innovative pedagogy become an integral part of the university educational offer in the long term. Attention will also be paid to how VE can be integrated in the framework of university/research networks. For this reason, the workshop is particularly suitable for educators, administrative staff involved in internationalisation and mobility, those working in staff development units, coordinators of degrees (BA, MA) interested in internationalising their programmes, as well as middle and top management in HEIs.

# How to design the optimal Collaborative Online International Learning (COIL) assignment? A controlled experiment using social interdependence theory and intergroup contact theory

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**Abstract Summary:**

Research into the design of COIL assignments and group formation, which both can influence the effectiveness of COIL in helping students develop intercultural competence, is limited. Critical elements within collaborative learning assignments, such as social interdependence (Johnson & Johnson, 2008), which includes team members sharing common goals, accountability and relying on one another for the outcome, can influence interaction and the effectiveness of cooperation in collaborating teams and consequently learning. More research is needed to investigate how these elements influence students' intercultural competence during a COIL course. Therefore, in this study, we aimed to test by means of a mixed-method controlled experiment whether increased contact with international students in COIL teams affects students' intercultural competence development positively (N = 102 which included experimental and control groups from both the US & The Netherlands). We hypothesised that students in the experimental group will further develop their intercultural competence as they will collaborate more intensively with international students to complete the COIL assignment compared to students within the control group, who also follow the same COIL course, but have less intense collaboration with international students (Pettigrew & Tropp, 2006). That is, a COIL assignment designed to be highly interdependent will lead to more intercultural learning compared to a COIL assignment where students are less dependent on students from a different nationality (Johnson & Johnson, 2008). Data was collected through pre and post course surveys, pre and post course reflection reports, focus groups and online discussions. Results indicate that group collaboration and interactions differed between the two groups which consequently influenced students' learning experience. The results of this study inform educational practice, as this study sheds light on how to design an optimal COIL assignment. NOTE: This study is part of PhD research at Utrecht University in the Netherlands.

# Analysing L2 Learners' Engagement Strategies to Assess Intercultural Communicative Competence in a Virtual Exchange Project

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**Abstract Summary:**

Since 2003, when Belz published what was probably the first study to apply Appraisal Theory in a telecollaborative exchange, the increasing body of research (Oskoz & Pérez-Broncano, 2016; Vinagre & Corral Esteban, 2017, 2019; Ozkoz et al., 2018; Oskoz & Gimeno-Sanz, 2019, 2020; Andújar and Mármol Trapote, 2022) analysing the development of language learners' Intercultural Communicative Competence (as defined by Byram, 1997) using Appraisal Theory to analyse their interactions suggests that it is an adequate framework to examine their linguistic choices in written online dialogues. Following the discourse-semantic subsystem of Engagement within the Appraisal framework (Martin & White, 2005), this chapter investigates the extent to which participants of a virtual exchange project between the Universitat Politècnica de València (Spain) and the University of Bath (UK) engaged with their partners' and their own ideas. Participants engaged in two different online cultural discussions which were qualitatively processed and broken up into T-units. This information was subsequently processed quantitatively taking into account all the tokens that frame Engagement. At this level of analysis, various Engagement subsystems with different degrees of dialogistic contraction or expansion were sought. The results reveal the presence of expansive and contractive strategies, both of which are recurrent in academic reasoning. In particular, students used more expansive than contractive statements, which can be interpreted as their willingness to adopt a different perspective from their own. Furthermore, the findings show that learners take a far more respectful attitude when addressing their counterparts' culture than their own. Finally, several objectives of Byram's Intercultural Communicative Competence framework have been satisfactorily accomplished in this telecollaboration project.

# Developing a Holistic Institutional Virtual Exchange Model

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**Abstract Summary:**

With the rapid technologization of education during the COVID-19 pandemic, institutions have been forced to hastily create institutional models for remote educational opportunities such as virtual exchange. The proposed presentation details a holistic, wraparound institutional virtual exchange model employed by a prominent college in Canada. The presentation comprehensively outlines the interwoven infrastructure that the model comprises of, examining the affordances and limitations of the model to discern best practices with respect to strategy and policy pertaining to Collaborative Online International Learning (COIL). The presentation finds that the holistic model employed places a heavy emphasis on coordination and relationship-building within the institution. It was also found that the institution employed a multimodal approach, offering support modules, individual staff support, ongoing research, and both asynchronous and synchronous support options. A relational network diagram is created to display the relationships between various departments and their various outputs. In examining the model's equity outcomes and stakeholder feedback, it is found that relationship-building across the institution conduces to more effective and inclusive virtual exchange opportunities. The model placed a heavy emphasis on the inclusion of traditionally marginalized groups, and as such developed an equity-based support system which allowed students from traditionally marginalized groups to access support relevant to their lived experiences when needed. The model is then examined in terms of feasibility outside of the home institution. A translational approach is provided in which a framework is provided that provides institutional stakeholders all of the pieces with which to translate the model into the context of their institution.

# Techno-pedagogic competences for teaching through videoconference developed through virtual exchange

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**Abstract Summary:**

Virtual exchange has widely been used in teacher education (Dooly & Vinagre, 2021) and several research projects have explored this field. However, these studies have been either small case studies on the data from students' online exchanges in one virtual exchange (eg Dooly & Sadler, 2020) or large scale studies drawing on students' self-report in several virtual exchanges, as for the EVOLVE project (2019). This proposal aims at presenting results from a study on a large dataset of interactional data from four virtual exchanges to identify which techno-pedagogic competences (Guichon & Cohen, 2016) are developed through virtual exchange. The study is based on 84 1-hours videoconference sessions. In each virtual exchange, a pair or small group interacted for three to five sessions. Our approach followed multimodal conversation analysis integrating eye-tracking (Cappellini & Hsu, in press) and a comparative approach (Cappellini & Azaoui, 2017). By comparing the multimodal competence (Hauck, 2010) and the techno-pedagogic competence (Guichon & Cohen, 2016) of the first and at the last sessions, we were able to identify which competences are developed during the exchange. Moreover, two virtual exchanges were based on the tandem method (O'Rourke, 2007), while the two others were based on the Française en (Première) Ligne (F1L. Cappellini & Hsu, 2020). In online tandems, students do not have a specific training to develop their digital skills, while this is the case for the F1L. By comparing the skills developed in the two F1L VEs and in the two online tandem VEs, we were able to identify which techno-pedagogic competences need formal training to be developed. During the presentation, we will show the results of our analysis and their limitations, in order to show how they can be used for pedagogical design and evaluation of teacher training through VE.

# Virtual Exchange projects with TVET apprentices and trainees

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**Abstract Summary:**

This talk will give a practical example of how a very small French TVET organisation (250 apprentices and trainees in total) specialising in plastics processing, has developed meaningful collaborations with a wide range of TVET and HE organisations thanks to Virtual Exchange. Our VE development began in 2018 through a funding opportunity for innovative teaching projects with Normandy Regional Council. This led to a first VE with our German industrial partner BASF with whom we have a long-standing exchange program. During lockdown a 100% online exchange was organised with Dallas College, followed by a Virtual "Coffee break" with a group of migrants in Finland and French trainees, all of whom were retraining in plastics. A fortuitous encounter has led to exchanges with the University of Texas which are blossoming into collaborations with faculties in Dallas and partners in France. Job-shadowing programs, Erasmus+ TEP training and networking meetings have all been integrated into the projects. For a small organisation, we have succeeded in implementing Virtual Exchanges involving over 160 participants both French and international, since 2018. Exchanges have ranged from hybrid mobility through to 6-week VE projects to a simple virtual "coffee-break". We have developed a "VE template" to illustrate the concept and process to new partners and stakeholders. These VE projects have enabled our apprentices and trainees from diverse backgrounds ranging from job-seekers to Master's Degree Engineers to experience intercultural and linguistic exchanges with a minimum of financial expenditure. It has strengthened the digital skills of both learners and teachers, and has raised the international visibility and reputation for innovative teaching methods for our organisation. It is also a journey which demands commitment, passion and a high level of perseverance on the part of the teachers and project managers.

# Virtual Empathy; A New Age of Human Connection in the Coil Experience - Student's Assessment of Virtual Exchange Practices

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**Abstract Summary:**

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), by 2021, almost 900 million children and young people in 119 countries around the world saw their educational process interrupted due to social distancing forced by COVID -19. For this reason, educational systems globally have adopted the use of information and communication technologies to maintain the connection with their students. Faced with this new format of distance pedagogical meeting, the question arises as to whether the fundamental processes of human socialization are impacted by being limited by virtuality. Can a behavior as important as empathy be frustrated due to the virtual context? Are the Collaborative International Online Learning (COIL) meetings a starting point that promotes the recognition of the other? This self-reflective study in ethnographic video format carried out by Social Communication students from the Andrés Bello Catholic University in Caracas, Venezuela, on a COIL experience implemented between the universities of Albany in New York and UCAB during the fall of 2021, demonstrates that the Virtual educational processes can generate interactions beyond virtuality between students from different countries, just as face-to-face processes do. Based on the methodology of visual anthropology and using interviews, audiovisual testimonies, field observations, focus groups, as well as a pre and post-test as instruments of observation and measurement, the results determine that it is possible to develop empathy towards people through a screen, despite not having physical contact. The voice of the student is key to understanding how this virtual COIL project worked to generate not only a cultural exchange but also to generate a certain type of change in the way students perceive their surroundings.

# Design of a Sensory Cabin with the aim of making users aware of climate protection using Augmented Reality

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**Abstract Summary:**

The project proposes the use of virtual models through augmented reality for the presentation of Sensory Rooms in order to make users aware of actions to protect the climate, which is one of the objectives and goals of sustainable development of the UN. (SDG 13 "Action for the climate"). The rooms were designed in conjunction with students and professors from the Tecnológico de Monterrey (Mexico) and the Universidad Católica de Colombia (Colombia). A room is understood as a physical space of small dimensions, intended to be occupied by one or more people Each room must communicate a concept, a sensation through the senses (eg tranquility, joy, rest, etc.) This space must have a use or function related to protection of the climate. During the design process of the sensory habitats, the students of both universities carried out activities where they had virtual meetings to exchange ideas, cultural aspects and opinions to work on the design project in teams. In the first icebreaker activity, the students met and exchanged opinions about documentaries that talk about climate change, what they have in common and how it affects each one of them their places of origin, later the students were communicating with each other to investigate and document analogous cases that supported them to design their cabin, all activities were supervised by both teachers. Architecture and industrial design students from both universities worked together to design the rooms where they presented sketches, perspectives and digital models. At the end of the designs, the presentation of its sensory rooms was made using augmented reality to experience the sensations and transmit the message of climate protection. At the end of the activity, each student made a final reflection.

# Iniciativa internacional "Ciudadanos para el mundo", un espacio para crear conocimiento por medio del Virtual Exchange

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**Abstract Summary:**

"Ciudadanos para el mundo" es una iniciativa internacional creada por la Universidad Santo Tomás, sede Valdivia, que tiene como objetivo abrir espacios para la generación de conocimiento en torno a las competencias esenciales para los profesionales y técnicos , que hoy demandan los países desarrollados. Estas son la capacidad para trabajar en equipos multiculturales; de superar las barreras idiomáticas por medio de un segundo idioma; la alta valoración ética del trabajo profesional; el desarrollo de la inteligencia emocional; de generar una opinión propia; empatía y comunicación efectiva, y el desafío para salir de la zona de confort y abrirse a vivir nuevas experiencias. Estas competencias son necesarias para que nuestros esutudiantes puedan incorporarse con éxito en el mercado laboral en un mundo post pandemia, altamente digitalizado, multicultural, bilingüe e interconectado, elementos que en estos momentos las universidades latinoamericanas no han sido capaces de incorporar de manera eficiente en la formación de los futuros técnicos y profesionales de la región. Para ello, hemos conformado esta iniciativa, donde académicos de siete universidades trabajan para crear instancias de Virtual Exchange en las áreas: Tecnología; Economía y Negocios; Salud y Ciencias Sociales. Hasta el momento, hemos realizado un Networking, un seminario internacional, y para el primer semestre de este año ya tenemos definida la realización decuatro Coil y el Primer Encuentro de Líderes Universitarios, que se realizará en mayo de este año. Además de la Universidad Santo Tomás participan en esta iniciativa las universidades Católica de Ávila, España; Politécnica Ramos Arizpe, del Estado de Coahuila, México; Empresarial Siglo 21, de Córdoba, Argentina; San Francisco, de Quito, Ecuardo; Fundación Universitaria Confenalco, de Cartagena de Indias, Colombia y la Fundación Universitaria San Martín, del Estado de Pasto, Colombia. Es de gran interés para nosotros mostrar este trabajo e invitar a otras universidades para que se sumen.

# Designing International Collaborations to Foster Soft Power through Geo-Political Activism

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**Abstract Summary:**

Throughout history many relentless struggles of people and civilizations have been deployed through military actions and warfare. In our contemporary geo- politically polarized landscape, power for some continues to be associated with hostility, aggression, and bloodshed. Although some leaders continue to espouse these menacing, oppressive tactics as their dominant strategy, implementing soft power can be more effective and sustainable. Using soft power enables a nation to focus on the intrinsic power of persuasion to strengthen economic stability, political gain, and geocultural status in globalization. The digital natives in our classrooms dominate virtual spaces enabling connection and conversation with peers around the world on shared global issues. Images of human rights violations, racial and gender inequities, and ubiquitous climate change permeate their worlds and serve as a catalyst to action. Our students are cognizant that only through partnerships can these complex problems be addressed and solved. Every nation and individual has certain competitive advantages that can be leveraged and combined to discover a viable solution for all stakeholders. A solution that can disseminate soft power in higher education is participation in an international collaboration.

Project-based learning tasks that address one or more of the 17 UN Sustainable Development Goals can provide students with an opportunity to explore feasible solutions with peers. In this interactive presentation participants will learn how to design geo-political collaborations, which empower students to reflect on their role in activism. The presenters will share examples of how they have scaffolded a high-impact project by moving beyond the development of basic intercultural competencies. These active learning strategies enable students to engage in intercultural communication, cooperative problem solving, and decision making--all of which are necessary 21st century skills. Developing students' soft skills will enhance their positive influence in the world contributing to soft power and diplomacy.

# Seizing moments of leverage: embedding global virtual learning into the fabric of a university

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**Abstract Summary:**

Shenandoah University (SU) launched its first COIL experiences out of necessity in Spring 2020 when the COVID pandemic prevented planned international travel experiences and two years later we have a growing, thriving group of Faculty COIL Fellows, external grants and a Director of Global Virtual Learning. How did a panicked 'need' grow into an integrated, thriving University program? This session will outline intentional strategies we used to promote global virtual learning across the University and provide stepping stones that may be useful for other Universities seeking to grow COIL into a cohesive, viable academic program. We will share specific key tactics from the macro level, such as building on the university's mission statement and core values, to the micro level, demonstrating how existing, popular campus-wide programs can be integrated into the virtual learning space.

# Los COIL en la recreación de escenarios laborales de futuros profesores de matemáticas de la Universidad Autónoma de Nayarit.

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**Abstract Summary:**

Los campos laborales tienen un papel importante en el perfil de egreso y de acuerdo con el perfil de egreso de la Licenciatura en Matemáticas de la Universidad Autónoma de Nayarit UAN, los futuros profesores de matemáticas habrán de diseñar estrategias de docencia, actividades de investigación, materiales didácticos, dirigir proyectos de investigación multidisciplinarios con conocimientos disciplinares y pedagógicos, haciendo uso de herramientas tecnológicas, capacidad de análisis en el planteamiento y solución a problemas en el sector educativo, sin embargo durante el trayecto formativo las oportunidades de experimentar los escenarios laborales han sido limitadas y parciales. En este contexto, el Collaborative Online International Learning COIL se ha consolidado en la licenciatura en Matemáticas de la UAN como un medio para recrear los escenarios laborales de manera integral. Desde 2020 la Universidad Autónoma de Nayarit y la CEU Universidad Cardenal Herrera (Elche) han desarrollado COILS con el propósito de diseñar recursos didácticos para el aprendizaje de las matemáticas en el nivel básico y en este devenir los estudiantes han experimentado diversos roles profesionales que habrán de enfrentar en la docencia. Los retos previstos en la colaboración conducen a los estudiantes a formar parte de un ambiente organizativo multicultural, diseñar situaciones y recursos de aprendizaje que se aproximen a las diferentes realidades educativas, conjuntar la investigación y la divulgación y la formación continua. En esta contribución identificaremos cómo los COILS han enriquecido las oportunidades para explorar en la práctica los escenarios laborales desde los primeros semestres de formación de los futuros profesores de matemáticas.

# Language Connectives through immersive virtual exchanges in the Spanish for Business Language Classroom.

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**Abstract Summary:**

Virtual Exchange projects enhance a type of learning that supports and provides scaffolding in line with constructivism, thus promoting autonomy in language learning, which will be acquired through the different tasks that students must complete during the project (Dooly, 2017). Additionally, new researches are being conducted in the use of immersive virtual reality (VR) for language teaching purposes, the launch of affordable hardware and software media for VR has allowed researchers to use these technologies in education and training. In this paper, I am going to examine a Virtual Exchange that took place with business students from the University of Limerick and business students from the University of Valencia in a Virtual Reality Environment called Spatial. The aim of this Virtual Exchange was to acquire the necessary terminological, interdisciplinary and intercultural skills needed to improve employability amongst students while at the same time developing values and attitudes regarding sustainable practices. Participants worked in international groups using both Spanish and English as a means of communication. A qualitative approach was adopted to analyse the data gathered from students' blogs, portfolios and surveys that were completed before and after the exchanges. In terms of learning outcomes, four main categories were identified: disciplinary skills, language skills, intercultural skills and digital skills. Skills such as environmental awareness and Social-Emotional skills also emerged during this collaboration. Furthermore, it was observed that there was a correlation between intercultural awareness, the increase of social-emotional skills and the successful development of professional skills. This project has fostered critical thinking and learning, while participants became aware of both their capability and responsibility to promote and implement solutions to social, cultural and environmental issues. In addition, this project enabled participants to connect with entrepreneurs and real life contexts in Ireland and in Spain.

# The meme has spoken - Critical moments in Virtual Exchange presented in students' memes

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**Abstract Summary:**

Virtual Exchange is a form of experiential pedagogy, which is centred on collaboration between students from diverse cultural backgrounds, who have not worked together before. It often requires timely outputs from the participants, which can generate tensions and critical moments. In the context of Virtual Exchange, where the means of communication and reflection is a lingua franca, memes can offer a liberating way for the students to reflect on their social interactions and emotionally charged moments that can be hard to describe in a non-native language. Memes function as speech acts whose interpretation depends on the context and the intent of the creator (Grundlingh 2017).They are multimodal signs in which images and texts are combined (Varis & Blommaert, 2015). Multimodality offers a great potential for expressing reflections and subjective experiences. As Kalaja and Pitkänen-Huhta (2018) point out, multimodal, and in particular visual, reflections can help to make sense of the complexity of learning practices and trajectories, and offer opportunities to express what is difficult to put into words. The present study draws on 38 memes created during a Virtual Exchange project between university students from universities in Finland, Poland, the Netherlands and Spain. The method of multimodal social semiotic analysis was used to investigate the meanings communicated through the memes. The preliminary findings show that the students' reflections revolved around the hurdles of online international collaboration as well as moments of joy and the benefits VE brought to their international experience. Grundlingh, L. (2018) Memes as speech acts, Social Semiotics, 28:2, 147-168. Kalaja, P., & Pitkänen-Huhta, A. (2018). ALR special issue: Visual methods in Applied Language Studies. Applied Linguistics Review, 9(2-3), 157–176. Varis, P. & Blommaert, J. (2015): 'Convivality and collectives on social media: Virality, memes and new social structures', Multilingual Margins 2(1), 31-45.

# Penn State's Approach to Streamlining the Faculty Partnering Process

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**Abstract Summary:**

Penn State University's Experiential Digital Global Engagement (EDGE) program (Penn State's version of COIL) has found the reliance on one administrator individually partnering an institution's faculty members with potential international faculty partners to be laborious, unsustainable, and unscalable. When searching for alternatives, institutions often seek expensive third-party vendors. While the platforms marketed provide a variety of tools to facilitate faculty discussion and organize the project planning process, they can also be budget prohibitive and task faculty with the overwhelming burden to learn yet another platform. The EDGE team was also in search of a tool that allowed for accurate recording and reporting of progress to communicate the growth of EDGE projects with university stakeholders. In response to these needs, the EDGE team developed an in-house collaboration system to facilitate faculty partnering and to serve as a live repository of PSU and international faculty interested in developing EDGE collaborative projects. The EDGE Collaboration System is also available to university administrators who are seeking partners for their own faculty members. The EDGE team will demonstrate the lifecycle of the EDGE Collaboration System: the interest forms, the domestic and international Excel spreadsheets, and sample introductory emails. The EDGE team will also share three successful EDGE projects which began within the EDGE Collaboration System.

# Using COIL to Improve Cooperative Degree Program Outcomes

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**Abstract Summary:**

Joint and dual degree programs are popular Transnational Higher Education practices because they are perceived as making tangible impacts on valued internationalization goals. The American Council on Education [ACE] (2014) groups those goals into three categories: academic, e.g., enhanced recognition and prestige, educational and scholarly excellence, and intercultural and international awareness; economic, e.g., increased enrollment revenue, global competitiveness, and workforce relevance; and, political, e.g., advancements in global citizenship and social justice, institutional ranking, national identity, and international cooperation. The problem is that actual program outcomes sometimes do not achieve envisioned goals (ACE, 2014; Bamford, 2020; Knight, 2013). Critics decry imbalances in the numbers of students enrolling and faculty teaching in their partner's program; inequities in travel and housing costs; and misaligned teaching, grading, and academic freedom policies. This session will examine how embedding COIL virtual exchange within cooperative degree programs can help remedy these problems. Session presenters Doscher, based in Miami, Rice in Italy, and Morcillo in China will examine two cases in which COIL positively influenced academic, economic, and political outcomes for two transnational programs. Florida International University (FIU) and the University of Genoa have had an Exchange and Cooperation Agreement since 2004, but momentum and action for inter-institutional communication, teaching, research, and mobility collaborations increased significantly in 2021 due to the development of new COIL partnerships—including one funded by an NSF grant. FIU established a cooperative dual BA degree in Spanish with Qingdao University in 2017; for the past two years, multilingual COILs between Chinese students and Miami-based students studying Corporate and Visual Culture in Asia resulted in increased student learning, engagement, and affinity with FIU. Following a description of specific strategies used to improve outcomes, presenters and participants will brainstorm additional strategies and how these could be applied in different institutional, national, and regional contexts.

# Global Education and Digital Badges:Developing a global leader in every students

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**Abstract Summary:**

Alamo Colleges District's Office of International Programs offers faculty, at five colleges, opportunities to internationalize their courses and provide students with international learning experiences that lead to earning Digital International Learning Badges. Palo Alto College is a college of Alamo Colleges and Dr. Alba De Leon serves as a faculty engaged in the process of the internationalization of courses and campus. Alejendra Bueno is the Executive Director for International Programs. We propose a live presentation and discussion using a powerpoint presentation entitled "Global Education and Digital Badges: Developing a global leader in every student". This presentation is 20 minutes with 10 minutes for discussion. The presentation defines what it is a "Alamo Global Citizen". We share a set of adapted Alamo Global Competencies and describe how a unique faculty development program guides faculty to internationalize their courses. Dr. Alba De Leon, as well as other faculty, must complete this program, incorporate learning global outcomes, and be peer-reviewed before receiving the designation of an internationalized course. The presentation describes Digital Badges earned, as miles, by students who complete internationalized, Study Abroad, & COIL courses and other approved campus workshops and/or activities. Students earn miles to reach the ultimate goal of an Alamo Global Student of Distinction. Participants learn: 1.) The Alamo Global Learner Pathway is a system of digital badges designed to demonstrate that a student has acquired and developed global competence a. Completion of designated internationalized course(s) b. Completion of Study Abroad course (s) c. Completion of COIL course(s) 2.) How Dr. Alba De Leon internationalized ARTS 1301, History Survey, course with Alamo Global Competencies: a. Awareness: Knowledge of interconnections between local and global issues and events. b.

Perspective: Use global and cultural perspectives to problem solve. c. Engagement by practicing: A sense of local and global social responsibility.

# Diseño de didácticas para las matemáticas en educación infantil, ¿Una labor complicada para el matemático?

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**Abstract Summary:**

En el año 2020, la Universidad Autónoma de Nayarit colaboró con la CEU Universidad Cardenal Herrera (Elche), mediante un COIL, Collaborative Online International Learning, con el propósito de diseñar material didáctico para niñas y niños de preescolar. A través de esta colaboración, realizamos un proyecto importante en el cual, nosotros, estudiantes de la Universidad Autónoma de Nayarit de la licenciatura en matemáticas, estuvimos en constante comunicación con estudiantes de tercer grado de la licenciatura en educación infantil de la Universidad Cardenal Herrera. Durante la interacción y el intercambio de ideas con dichos estudiantes, se desató un caos total, ya que como matemáticos estamos acostumbrados a enseñar matemáticas mucho más abstractas, y el hecho de colaborar con estudiantes de educación infantil para diseñar didácticas de las matemáticas, nos llevó a cuestionarnos, ¿de qué manera aprenden matemáticas los niños de preescolar actualmente?, ¿aprenden de manera similar los preescolares y los jóvenes de bachillerato? ¿cómo hacer para que un niño en preescolar aprenda matemáticas satisfactoriamente? Todas estas dudas se fueron resolviendo conforme fuimos avanzando en el análisis y comparación de currículums de ambos países. En esta presentación, desde la experiencia propia, doy a conocer las respuestas a los cuestionamientos principales del proyecto realizado, además de explicar el impacto que tuvo en nosotros como matemáticos el hecho de haber llevado a cabo esta colaboración para la educación infantil, exponiendo las dificultades presentadas, así como el conocimiento que nos ha dejado en nuestra formación académica.

# De las matemáticas al aula: desafíos en la adaptación de conceptos matemáticos para preescolar.

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**Abstract Summary:**

En el 2020, a través de Collaborative Online International Learning (COIL), los estudiantes de Licenciatura en Matemáticas de la Universidad Autónoma de Nayarit colaboraron con estudiantes de la Licenciatura en Educación Infantil de la CEU Universidad Cardenal Herrera (Elche), con el objetivo de desarrollar material didáctico para la comprensión de conceptos matemáticos a nivel preescolar. Dado que la currícula matemática del nivel preescolar está enfocada a conceptos elementales, es necesario desarrollar materiales didácticos concretos que permitan la adquisición de dichos conceptos a través de la creatividad y la participación dinámica de los alumnos. Como estudiante de una carrera enfocada concretamente a matemáticas, se nos impulsa a reconocer el sentido abstracto de las cosas más allá de solo conceptos, y por ende, la mayoría de los conceptos básicos regularmente son obviados, por lo que no nos detenemos mucho a pensar en ¿Cómo los niños de educación preescolar construyen los diversos conceptos?. El paso de este sentido abstracto de conceptos a un ámbito más sencillo y fácil de comprender, fue un reto, específicamente en el contenido de ubicación espacial, pues se debía responder a ciertas condiciones para que el proceso enseñanza-aprendizaje se desarrolle de manera exitosa. En el desarrollo de este proyecto, fue necesario analizar diferentes Teorías del Aprendizaje, planes de estudio, indagar sobre recursos previamente diseñados y solicitar las orientaciones a profesores de preescolar, las cuales sirvieron como precursores para el desarrollo del material didáctico. Cabe destacar que gracias a la retroalimentación, identificamos áreas de oportunidad para el recurso diseñado. Adicionalmente este recurso nos permitió reflexionar cómo algunos conceptos se pueden relacionar, pues el material resultante sirvió no solamente para estudiar la ubicación espacial, sino también para comprender conceptos como medición y comparación de medidas.

# Measuring Impactful Teaching Practices in Global Virtual Exchange

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**Abstract Summary:**

This presentation seeks to build upon previous studies about the impact of virtual exchange on students' intercultural competence. Utilizing longitudinal survey data, qualitative feedback from students and professors, as well as course artifacts from multiple courses, UT Austin researchers seek to analyze cross-disciplinary, multi- year data on virtual exchange. Presenters Dr. Stephanie Holmsten, Faculty Director of the Global Virtual Exchange Faculty Learning Community and Dr. Lena Suk, Program Administrator of Global Virtual Exchange, are particularly interested in the teaching strategies and approaches that resulted in the most impactful shifts in students' intercultural competence. Since 2017, Global Virtual Exchange has grown at UT Austin, implemented in over 30 academic departments and partnering with over 30 international countries. Professors who participate in the Global Virtual Exchange program distribute an intercultural competence survey at the beginning and end of the virtual exchange, gathering longitudinal data about students' attitude and skills in intercultural contexts. The presentation will share findings from this multi-year study, which includes data from various disciplines (STEM, humanities, fine arts, and more) , teaching approaches, and learning modalities (including courses taught fully online during the pandemic). The breadth and depth of the data have the potential for creating strong recommendations about the potential impact of Global Virtual Exchange across a large university setting. They will combine the quantitative results of the data with qualitative feedback from students and professors to suggest avenues for highly effective virtual exchange teaching practices. By combining deep knowledge of specific instructors' course design with quantitative feedback from their students, we ask questions such as: What types of learning assignments were most constructive in creating dialog between the students? What correlations exist between students' intercultural growth and variables such as discipline, length of exchange, or language barrier?

# TILTed Conversations: Making Intercultural Learning Visible with UDL

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**Abstract Summary:**

Do students clearly understand the purpose of their virtual exchanges? Often, students are excited and nervous to communicate with others who are significantly different from them. Students concentrate on the task and logistics and often have useful conversations, but often do not comprehend the full extent of their potential learning without guidance from a mentor and ample time for reflection. This presentation will explain how integrating Universal Design for Learning (UDL) principles with the Transparency in Learning and Teaching Project in Higher Education (TILT Higher Ed) in international virtual exchanges enhances the learning gains and intercultural competence of the students involved. The UDL guidelines 6.1 (guides appropriate goal-setting) and 9.3 (develop self-assessment and reflection) are joined with TILT Higher Ed's tripartite assessment strategy of "Purpose, Task, & Criteria" to guide both instructor and students in clearly setting the purpose for the virtual exchange, precisely explaining the step by step process of the virtual exchange to both sets of students (at the home institution and abroad), offering rubrics or examples of successful exchanges, and including time immediately after the close of the exchange for students to reflect on their learning from the experiences and measure it against the set-forth goals. This procedure was put into practice across the student body at our large public American university in North Carolina.

From First Year Seminar students in virtual exchanges with students in Doha,Qatar, learning about Power Distance in their respective educational systems and perspective-taking in deep conversations, to a graduate counseling class discussing different family cultures, refugee populations, and trauma-informed care with students in Athens, Greece, all students were guided by this paradigm to allow for greater time for reflection and better comprehension of intercultural communication to obtain the learning objectives.

# Bringing Spain and Brazil students closer through Food Science: Spanish dry-cured ham

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**Abstract Summary:**

Spanish dry-cured ham is one of the most typical food products that represent internationally the Spanish culture. The use of culinary culture is an effective way to bring cultures closer, favoring internationalization. Currently there are several ways to internationalize universities and students from home. The virtual presentations with invited international professors is the first step for the development of more complex activities, such as mirror classes or COILs. A pilot test was carried out as first possible collaboration contact between the Brazilian university UDESC (Universidade do Estado de Santa Catarina) and the Spanish university UCH- CEU (Cardenal Herrera). It involves professors from common research areas related to Food Science and Technology from the faculties of Zootecnia (Brazil) and Veterinary (Spain). Dry cured ham elaboration is a complex process that involves several factors (raw material selection, technological production process, classification and marketing systems...). As well as it has a big social and cultural importance due to it is one of the products that frequently represents Spain. The experience was developed in one session in February 2021, in which 23 students from UDESC and two professors participated (1 UDESC, 1 UCH-CEU). Previous to the session Brazilian students had dealt about technological processes for meat products elaboration. A 3-hours online session was held, in which the Spanish invited professor through teams in a synchronous session talked about dry-cured ham (production system, features, marketing, impact), as well as the session allowed a final forum between participants to discuss about the impact of food on internationalization. Subsequently, the session was evaluated by the students, who considered it a very positive and enriching activity to their professional and personal training.

# Exploring Diversity, Equity, and Inclusion in your Virtual Exchange

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**Abstract :**

Virtual exchange is often touted as an intervention that doesn't face traditional access, diversity, or inclusion challenges common in other global learning activities. However, inherent in virtual exchange are practices that marginalize diverse students or lead towards underrepresentation. As the field matures, there is an increasing need to consider diversity, equity, and inclusion (DEI) in program development and implementation. Issues that are unique to virtual exchange must be examined and confronted with shared promising practices that are not yet commonly understood. In this workshop (on-site), participants will explore common DEI issues in virtual exchange while collaborating with other attendees to identify how issues manifest in their own programs and will be able to share of promising solutions. This session will start with a presentation of DEI issues and solutions that have been identified by the Stevens Initiative. Hands on learning will include participants working in small groups together to uncover how these issues manifest in exchange implementation and how practitioners can implement solutions. Both challenges and solutions will be shared with the larger group. The design of this workshop will allow attendees to dig deeper and dialogue with other practitioners on an issue that is particularly pertinent to their role or virtual exchange, while also learning about how unconsidered issues may manifest as well as effective practices to consider. Goals: - Attendees will be able to describe DEI issues in virtual exchange and promising practices to confront those issues. - Attendees will be able to collaborate with other practitioners to define common DEI issues, explore and share real world examples, and propose and share potential solutions with the larger group. - Attendees will be able to identify and use shared resources as grounding for good practices and to inform virtual exchange programming decisions related to DEI issues at their organization or institution.

# Virtual Exchange Meets the Metaverse: Ethnomethodological Analysis of Students' Interactions in the New Space

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**Abstract Summary:**

When virtual exchange practice employs multiple digital media, including metaverse applications, how does the current generation of students engage in participation and performance? Kansai University has worked on digital transformation of its international education since 2021, and it enabled us to integrate metaverse as a part of virtual exchange program. Our study investigated a VE entrepreneurship camp program which took place in February 2022, with a total of 12 Japanese and American students. The analysis focuses on the participants' social interactional behavior using ethnomethodology and conversation analysis (EMCA), focusing on their use of virtual semiotic resources (Goodwin, 2000) and spatial-orientation behavior (e.g.,Kendon, 1990) engaging with the Virbela platform. Virbela enables user manipulation of an avatar that can be directed to move freely in a 3D virtual world using a computer mouse. The platform also furnishes for a wide range of selections of embodiment display options (raise hand, laugh, dance, nod, etc.). t also allows standing, sitting, making postures through an avatar. Two data sets featuring interactions involving the same students (22.5 hours of the Virbela interaction and over 20 hours of teleconferencing data) were examined. Our preliminary results show that more side talks besides the main event took place in Virbela, and most of such side talks were voluntarily initiated. We illustrate how the participants interactively engaged in the on-going project work, and that their final project sharing event (as called Final Congress) included a wider range of audience. As the technology becomes more affordable and accessible, COIL/VE practices should also seek to evolve alongside them, with the results of our study possibly bringing some new insights to bear on design practices.

# International Student Interns in Virtual Exchanges - How Technology Connects Us All!

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**Abstract Summary:**

Faculty are exploring ways to remain connected with their students. From technophobes to early adopters, all faculty need to up their game to engage their students in their courses both virtually and in person. This session includes a student panel who are assisting with the continued development and improvement of SUNY's Exploring Emerging Technologies for Lifelong Learning and Success http://suny.edu/emtech. This free online learning opportunity encourages faculty, students, and others globally to explore emerging technologies to increase 21st-century skills. Instructionally, this project has 2 parts: #EmTechMOOC, Massive Open Online Course that provides structure as well as community support, and EmTechWIKI, a socially curated discovery engine to explore technology tools, tutorials, and resources, used within the MOOC activities. The tools are used to digitally communicate and collaborate to create engaging content and how to evaluate the credibility of sources found in the digital world. The EmTech interns are working to help us address identified barriers of accessibility, security/privacy, and international access to the WIKI resources. The technology resources are being evaluated and will be programmatically connected to identify resources that are accessible, value privacy/security, and are Virtual Exchange (International Learning) friendly. A new TAGging structure is being developed to highlight resources which are FERPA, GDPR (EU compliant), and resources which have a VPAT (Voluntary Product Accessibility Template) available to address the need for accessibility for Universal Design for Learning (UDL). Virtual internships provide student opportunities to work with professionals in their field throughout the world. Internships helps students strengthen the soft skills that employers value and give international perspective through intercultural experiences. Working with international professionals exposes students to global industry trends and diverse perspectives, that they would likely not encounter at home, to become a global citizen at work and in their personal life.

# Unraveling the mystery of professional development for international virtual exchange

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**Abstract Summary:**

International Virtual Exchange has come to stay and with this, the need to provide the proper support for the participating faculty. Along with the increase of the online international collaborations comes the administrator's concern to make sure faculty have the necessary skills and competencies to design and implement a successful and impactful experience for students. This workshop brings together veteran coordinators and co-facilitators Doscher and Leon (US), Haug (NL), and Méndez (MX). Based on their experience, the premise is that there's no prescriptive way to build the perfect professional development program, but there is recommended content participants can consider as they move forward in the field. This workshop will guide participants to identify what academics really need to make International Virtual Exchange work: COIL skills, intercultural competencies, module design, and technology considerations. Participants will brainstorm WHY we need professional development, explore WHAT content is recommended, and reflect on takeaways. Aligned with COIL methodology, the structure of the workshop is as follows: Icebreaker (15 min). Groups will brainstorm WHY professional development is important in their unique context. Collaborative work (30 min). Participants will receive a brief COIL module plan and practice backward curriculum design to plan COIL professional development. WHAT do faculty need to know and HOW will you prepare them to do that? Guided by facilitators, participants will cover: a. COIL foundations b. learning outcomes, assessment, and reflection (constructive alignment) c. intercultural competencies and language considerations d. project design, instructional design, and technology considerations The activity will end with a plenary session in which participants do group reporting. Reflection (15 min). Facilitators will use the 3-2-1 strategy as the structure to summarize, organize, and integrate learning.

# El binomio COIL-DISEÑO DE MATERIALES, un atajo en el desarrollo de habilidades docentes

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**Abstract Summary:**

Durante 2020 al colaborar con estudiantes de licenciatura en educación infantil de la CEU Universidad Cardenal Herrera (Elche) comparando la currícula de preescolar de México y España, para desarrollar material didáctico, nos llevó a reflexionar acerca de como el Collaborative Online International Learning (COIL) contribuyó en nuestra formación académica para la docencia La licenciatura en Matemáticas tiene una salida terminal en educativa, entonces resulta indispensable desarrollar las habilidades docentes como: estrategias de docencia, materiales didácticos, dirigir procesos de aprendizaje en matemática utilizando tecnología y capacidad para integrarse a grupos de trabajo. En este sentido el COIL permitió experimentar diversos retos que fortalecieron nuestra formación docente, destacando el trabajo colaborativo pues al principio, tanto los conocimientos como la formación académica de los integrantes parecían ser barreras para la comunicación pero con el paso de los días logramos entender las ideas de los compañeros para potenciar los resultados obtenidos. De igual manera la comunicación fue una de las cosas más difíciles de hacer, porque un docente no solo debe conocer el tema que enseña, debe saber comunicarlo; así mismo, fue complicado analizar y comparar la currícula de ambos países para encontrar la mejor manera de diseñar y planificar el material didáctico. En esta experiencia adquirimos y desarrollamos nuestra capacidad para pasar los contenidos, de lo abstracto a lo concreto, para que el alumno comprenda el tema y al mismo tiempo logramos identificar como se construye el pensamiento matemático para predecir cómo usará el material y sobre todo como le beneficia al estudiante. Desarrollar un trabajo multidisciplinar como este resulta en una gran oportunidad para poner la tecnología al servicio de la enseñanza de las matemáticas. Al igual que a nosotros este tipo de actividades pueden fortalecer la capacidad de los futuros docentes de matemáticas en un contexto educativo real.

# La motivación en el aprendizaje en línea.

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**Abstract Summary:**

Escuchar la frase "aprendizaje en línea" genera incertidumbre, pues si bien las tics ayudan a que el aprendizaje en línea sea más placentero, existen diversos factores que obstaculizan (conectividad, horarios, fallas tecnológicas, entre otras) incorporarse y generan insatisfacción o estrés en el momento de participar en esta modalidad. Realizar una colaboración entre la Universidad Cardenal Herrera (CEU) y la Universidad Autónoma de Nayarit para el diseño de recursos didácticos para el aprendizaje de las matemáticas en etapas tempranas implicó diversos desafíos, entre ellos superar la diferencia de horarios, la distribución del trabajo en equipo, la comunicación, ocasionando alguna discrepancia. No obstante las dificultades siempre han sido para superarse y la motivación siempre ha sido un elemento clave, en este proyecto, La forma en la que se desarrolló fue algo distinto a lo que estamos acostumbrados, una nueva forma en la se puede trabajar, siempre ha sido emocionante ser partícipe de nuevos métodos de para la construcción nuevos proyectos pero a su vez esto siempre genera obstáculos desde el punto de partida pero con el simple hecho de tener el pensamiento de que: "El que sea diferente no necesariamente significa que sea más difícil", genera un cambio de perspectiva que conforta al estudiante, dando el impulso de poder concluir cualquier actividad, no importa el nivel de dificultad que tenga la tarea o los retos que implique, con la motivación correcta, esta puede ser concluida de forma exitosa. Participar en un proyecto a través de la metodología (Collaborative Online International Learning), es una experiencia que se debe vivir, si bien puede causar algo de temor porque no estamos preparados es una buena oportunidad para descubrir cuánto puedes lograr.

# ¿El matemático o el educador quien debería desarrollar el material didáctico?

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**Abstract Summary:**

Se llevó a cabo un Collaborative Online International Learning (COIL) entre la Universidad Autónoma de Nayarit (UAN) y la CEU Universidad Cardenal Herrera (Elche) durante el 2020, en el cual estudiantes de licenciatura en Educación Infantil y los alumnos de la Licenciatura en Matemáticas colaboramos para diseñar material didáctico para el aprendizaje de las matemáticas basado en la currícula mexicana y española. Al inicio de las actividades, se presentaron múltiples dificultades destacando el hecho de que los estudiantes de matemáticas no teníamos los conocimientos de pedagogía necesarios para desarrollar material de enseñanza en el nivel preescolar y los alumnos de educación infantil presentaban problemas al momento de comentar sobre los temas de matemáticas. A través del COIL se complementaron las habilidades y conocimientos de cada perfil, de tal manera que los educación preescolar aportaron sus conocimientos sobre la didáctica y el cómo las actividades propuestas ayudarían a los alumnos de nivel preescolar a comprender el tema mientras que los matemáticos contribuyeron con el hecho de seleccionar temas que resultan relevantes y proponer actividades sobre estos. Este COIL permitió que ambas partes complementarán con los conocimientos necesarios y me permitió experimentar que en este tipo de actividades, valorar diferentes puntos de vista contribuye al éxito de la tarea y enriquece el dominio del tema.

# Researching the Field: Leveraging large-scale virtual exchange research to improve practice and advocacy.

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**Abstract Summary:**

Recent large-scale efforts to examine the implementation of multiple virtual exchanges (VE) can help improve an understanding of varied programs and the diversity of the entire field. This session will bring together the primary investigators of two large-scale, multinational research projects: the Stevens Initiative's Survey of the Virtual Exchange Field and UNICEF's Moving Minds Report. Dr. Rajika Bhandari led the Initiative's 2021 and 2022 survey efforts and brings decades of international education research experience to this discussion. Dr. Emma Sabzalieva lead UNESCO's International Institute for Higher Education in Latin America and the Caribbean effort to conduct their investigation of virtual exchange trends and practice, resulting the Moving Minds Report. In unique ways, each project examines the presence and practice of VE at the global level, using data to answer questions about the VE field and illustrate differing approaches, outcomes, and regional implementation. The presenters will also highlight how program practitioners, administrators, and other institutions can use these large research projects to advocate for more investment and implementation VE. Following the panel presentation, a large portion of the session is reserved for a moderated discussion during which presenters will articulate challenges and good practices related to research in the field of virtual exchange and how current resources can be better shared. Objectives: 1.

Attendees will be able to describe recent, large-scale, multinational research efforts, including the methodologies, findings, and implications. 2. Attendees will be able to identify and use these projects, and the accompanying shared resources as grounding for good practices for their own research and to inform 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.

# Design, Implementation, and Evaluation of Medical Technology Innovation Global Classroom

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**Abstract Summary:**

This presentation reports on a case study of Medical Technology (MedTech) Innovation virtual global course offered by a four-year private research university located in the northeast USA in conjunction with international partners from industry and academia. The course is aimed at enhancing learner understanding of the innovation journey from concept to commercialization with an emphasis on novel medical devices, biomaterials, and digital health in a global context. We applied a case study approach to explore the following research questions: 1. What are the design features of the MedTech Innovation virtual global course in terms of content, structure, and technologies? 2. What are the learners' experiences with the MedTech Innovation virtual global course? 3. What are the instructor and advisors' experiences with the MedTech Innovation virtual global course? The data sources for our case study includes (1) teaching and learning artifacts such as the course syllabus, individual lesson plans, learner-created artifacts (e.g., recorded presentations and discussions, project reports); (2) instructor field notes; and (3) end-of- course survey and interviews with the students, instructors, and mentors. Participants in this study included 38 students (20 female and 17 male), 8 assigned advisors, and 2 instructors during the period between January - March 2022. The participants represented 10 universities located in four countries, namely US, Turkey, China, and Spain. This case study will report on the process of design, implementation, and evaluation of the course, as well as learner, instructor, and mentor perceptions and experiences with the course, including benefits, challenges, as well as lessons learned. We will conclude by offering practical recommendations for educators and researchers interested in enhancing virtual exchange in global multidisciplinary classrooms.

# Using Technology To Promote Effective Community Based Learning Experiences for IVE

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**Abstract Summary:**

How do we better integrate community based learning into international virtual exchange? Why is this even important? What have we learned from our research and case studies that allows us to execute more effective global collaborations? This session will present and discuss how an innovative collaboration tool supports and expands IVE projects, specifically streamlining and reducing administrative time of facilitators up to 50%, and allowing participants to focus attention on the learning outcomes and project results. The presentation will explain challenges that had been faced when facilitating IVE community based projects over prior years and how these were overcome with the integration of an online tool outside of a traditional LMS. Educators can have more successful experiences and robust outcomes relying on platforms specifically developed for IVE at the university level. The session will provide a case study and demonstration from a professor and former student of an innovative technology approach, and how a specific IVE project used the university partnership of two institutions along with local community organizations. The case study in particular will highlight Drexel University, Strathclyde University and the respective city water departments, with additional research included from cities around the world. Other projects from similar institutions and organizations will also be provided, that have used new technology to build the ultimate community based learning collaboration platform. The session will extend an invite to the audience to be active participants in this process and to help facilitate an intentional discussion about research findings in this area. The audience will directly participate in a walk through and simulation of different existing tools, and consider how they can be used in their own IVE programs. They will also hear feedback from former students about their experience using a community- based interactive platform and how it supported their IVE overall.

# Facework in virtual exchange: managing group communication by respecting one's face

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**Abstract Summary:**

Virtual Exchange (VE) provides the students unique opportunities to interact with other students from culturally and geographically distant places in groups or pairs (O'Dowd, 2016). The participants need frequent communication and negotiation to achieve their goal of each project. The concept of face and facework relate to communication since one's language use always occur in a situated relationship (Goffman, 1967; Arundale, 2006) and being respectful to one's face is one way that enables people to negotiate in communication and maintain their relationships. This paper aims to investigate what kind of facework and/or politeness strategies (Brown & Levinson, 1978) the students employ to proceed their group tasks. The data was collected from VE project was arranged between University of Jyväskylä (Finland) and Waseda University (Japan) in spring 2019. The discourse from three LINE chat rooms with 4-5 students in each room was analysed in Multimodal Discourse Analysis (MDA). The data showed that the students were trying to avoid threatening others face by using hedging, showing understanding to the group members' situation. They were trying to manage and negotiate group communication in decision making linguistically and in multimodal way by using emojis and stickers. References: Arundale, R. B. (2006). Face as relational and interactional: A communication framework for research on face, facework, and politeness. Brown, P., Levinson, S. C., & Levinson, S. C. (1987). Politeness: Some universals in language usage (Vol. 4). Cambridge university press. Goffman, E. (1967). Interaction ritual: Essays on face-to-face interaction. O'Dowd, R. & Lewis, T. (2016). Online intercultural exchange: Policy, pedagogy, practice(1st edition.). Routledge.

# Sentido numérico: ruta para el diseño de recursos didácticos a partir de la metodología COIL.

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**Abstract Summary:**

Durante el periodo escolar del año 2020 la Universidad Autónoma de Nayarit (UAN) participó en el COIL (Collaborative Online International Learning) junto con la CEU Universidad Cardenal Herrera, en el cual los estudiantes de la licenciatura en Matemáticas y los de la licenciatura en Educación Infantil colaboraron en proyecto para la elaboración de materiales didácticos para la enseñanza de las matemáticas para el nivel preescolar (3 a 6 años de edad). Previo al desarrollo y creación del material didáctico ambas partes de los estudiantes nos enfocamos a analizar los marcos curriculares tanto de España como de México, en cual nos percatamos de las diferencias en la dinámicas de aprendizaje entorno a las matemáticas, esto nos nos permitió conocer otras perspectivas de la enseñanza del sentido numérico, cómo impactan en la vida diaria y cómo se podrían relacionar con objetos materiales para lograr una mayor relación entre ellos. Dentro la elaboración de estos materiales se nos presentaron complicaciones, como el hecho de que los alumnos de México no teníamos conocimientos el conocimiento didáctico para la educación infantil, así mismo el hecho de realizar un material didáctico concreto la pandemia y la distancia eran impedimentos para poder desarrollarlo. Gracias a la participación en este COIL pude ampliar mi panorama dentro de la matemática educativa y la su relación con el sentido numérico, junto con la fortuna de poder enriquecerme de conocimiento didáctico e identificar las características que deben tener este tipo de recursos para llevarlos al aula preescolar.

# Student Engagement in innovative COIL practices: Perspectives of Participants, Coordinators, Researchers and Competitors

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**Abstract Summary:**

Universidad San Francisco Quito (Ecuador) and McMaster University (Canada) initiated a COIL partnership in the summer of 2021 and delivered their first interinstitutional COIL course in the Winter Term of 2022. In developing our curriculum based on a collaboration between classes with a topic overlap in fields related to Neuroplasticity, we have applied several innovative learning approaches. We will explore the efficacy of these learning techniques from the perspective of the students to account for their experiences and attitudes. These approaches include engaging a student from each partner institution in a coordination role with student participants, one of whom will also use this role to develop and inform a pedagogical research project to create a guide for enhancing student experience and engagement in COIL. This COIL collaboration is also notable in that it involves STEM students (specifically health sciences students studying in the fields of Neuroscience and Psychology) engaging in problem-based learning through a COIL project with a "real-world" private-sector partnership component; for this project, students will participate in inter-institutional teams to present a pitch in a "Shark-Tank" style competition to a panel of professionals working in psychology and neuroscience-related sectors. We will also share students' perspectives through their reflective process which is being conducted through a series of inquiry-oriented written reflections and benchmarking activities that allow students to evaluate their intercultural and interdisciplinary development throughout the course. Our presentation will discuss these innovative approaches primarily through the perspectives of the students, but will also include perspectives from instructors, COIL coordinators and collaborators. We anticipate that the various learning approaches explored from the student perspective will provide compelling insights to the field to help inform the development of more engaging and meaningful practices in COIL. (Note: all listed authors will participate in presentation)

# Communication through Culture - Challenging the Curator´s Perspective

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**Abstract Summary:**

This IVEC proposal showcases the design, activities and outputs from a Virtual Exchange Project (VE) "Culture, Communication, Museums" with students from the universities of Goettingen in Germany and St. John´s in the U.S.A. and engages the audience in taking the curator´s perspective thereby shifting context and perception. During the 2021-2022 spring semesters, Christine Angel, Ph.D. from the Division of Library and Information Science at St. John´s University (SJU), New York, U.S.A. and Alexandra Schreiber, MA from the Intercultural Learning Lab at University of Goettingen in Germany conducted two 5-week VE projects for groups of students who worked in intercultural, interdisciplinary teams. Students from SJU participated in the course "Museum Informatics" in which VE was part of the syllabus and students from University of Goettingen participated in an elective course on cross-cultural skill building that was designed as VE. Both groups were matched equally to form interdisciplinary teams working on challenges within the museum environment, focusing on raising cultural awareness, communication and negotiation, and 21st century skills. We will demonstrate how students engaged in and investigated a controversial problem within the museum context around selective perception and mislead interpretation in museum exhibitions. They approached this and worked on through laid out challenges, which lead to a final museum brochure. Students worked in a context relevant for them, transforming cultural perspectives through reflection and broadening frames of references.

Special attention is brought to the phase when students act as curators and bring together their connecting cultural elements within an intercultural team. For this action phase, students gain insight on real-world challenges from graphic designers and museum curators. Evaluation and feedback from iterations in 2021/2022 allowed improvements to instructional design and flow in the sequence of VE challenges and zoom sessions, supporting students cultural understanding in a globalized world.

# Framing Virtual Exchanges within Gen Z's Interests and a Pursuit of a Global Citizenship Approach to Some World Challenges

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**Abstract Summary:**

This presentation reports on the outcomes yielded by two different courses that were carried out before and after the forced closures of academic institutions due to the COVID 19 Pandemic in 2020. These courses were designed considering what interests and motivates Gen Z students (Seemiller & Grace, 2016) and focused on developing a global citizenship approach to contemporary world challenges (O'Dowd, 2020); individuals as "members of multiple, diverse, local, and non-local networks… embrace social responsibility to act for the benefit of all societies, not just their own" (United Nations, Academic Impact). These courses bring together two cohorts of North American students with one at the Universidad de las Américas Puebla (UDLAP) in Mexico and another at the Pontificia Universidad Católica de Chile (UC) to have candid conversations on migration in transit coming from Central America to the United States, migration into their own countries, and to understand Europeans' reaction to multiple migration waves respectively. With that in mind, these collaborations foster opportunities for experiential learning instruction. They include but are not limited to using Persuasive Games (Bogost, 2010) to face challenges to address sociopolitical issues in Central America; holding informal conversations with migrants in transit; designing their own questionnaire to discuss migrants' challenges and available resources to them; and collectively creating original Podcasts to explore in depth a selected theme related to migration based on class materials and their own independent research. These activities provided the opportunity for students to be involved in their learning process (Parsons and Garant 2022), learn from each other, and address real-life problem- solving situations. At the conclusion of these exchanges, students reported a deeper understanding on migration issues and the universality of the phenomenon as indicated, "I learned that immigration was an international issue, not simply in the United States".

# Persona and the Nature of Collaboration In Virtual Exchanges

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**Abstract Summary:**

In any successful project, each collaborator needs to have the emotional intelligence to understand how they are perceived in the group. As a professor of film sound and music, it is my responsibility to share my knowledge and experience with my students. I begin courses by observing and assessing how students work together on projects. Often these projects go well and other times they fail simply by the lack of collaborative skills. These skills include strong communication skills, empathy, patience, and an understanding of the dynamics of the group. While all of these collaborative skills may be learned, I have discovered that my students often do not have the ability to see themselves through other people. With the opportunity to collaborate with my students on virtual exchanges, I am able to assess how my students collaborate locally but also how they work with their international partners. Beyond the assigned collaborative projects (sound designs and film scores) in these virtual exchanges, I choose a reflection video at the end of the project so that my students have to come to terms with their personas and their roles in the collaboration. The outcomes are consistently elucidating. What a video presents is personality, how we physically communicate and how we present our knowledge and experiences to others through image and sound. A couple of simple changes in how students present themselves with other people can radically change the nature of how they collaborate in the future. The presentation will focus on the following threads experienced from the reflection videos: the successful and unsuccessful elements of the collaboration, the student understanding of the nature of collaboration and an examination of persona as evidenced in the videos.

# Nursing Students' Opinions of their six-week COIL experience in 2021

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**Abstract Summary:**

Background: Future nurses need to communicate with colleagues and patients from other cultures. Therefore, students should have opportunities for international experiences to get information on common or diverse nursing issues and to develop knowledge about global collaboration (Wittek, 2017). In fall 2021, 202 nursing students and 17 facilitators from Austria, Denmark, Italy, Norway, Portugal, and Madagascar participated in a COIL project about global health issues. Canvas Learning platform and WhatsApp were used for communication. Modules with countries' information, 28 group tasks (7-8 students/group), and learning materials were created. At the end, all international student groups presented a poster on their task in a common virtual meeting. We present for the first-time opinions of nursing students who participated in this COIL experience. Method: After the COIL, participating students received an anonymized online questionnaire with a five- point Likert scale (WILLIAM, 2019). Data analyses were performed descriptively and by content analysis of open answers. Results: Ninety-seven students (48%) completed the questionnaire. Half of the students were concerned about speaking in English language. Students (59%) looked forward to virtual interaction with students across countries and had meaningful opportunities to collaborate (81%). They felt that COIL enriched their academic learning (67%) and cultural awareness (72%). «In COIL it all comes down to interaction. Unfortunately, my group never managed a common meeting, but we communicated a lot via text messages, which was exciting!» (John, 2022). Open answers showed that the project would be improved by mandatory participation for all students, more scheduled meetings with facilitators, and a better platform for interaction. Conclusions: Nursing students found benefits in international collaboration, working on global health issues.

However, our survey demonstrated that COIL requires vigorous logistical support and an awareness of students' needs to manage curriculum alignment in ways that facilitate effective student engagement.

# Levels of relection in learning diaries: how much do students deepen their thinking about teletandem interaction?

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**Abstract Summary:**

Teletandem (Telles, 2015) is a bilingual model of telecollaboration that aims at language learning and is carried out by pairs of students from different countries who meet on a weekly basis over video conferencing tools so that one can learn the language of the other. When its practice is embedded into regular foreign language courses, it involves a series of tasks. After each online meeting, participants should write a learning diary with the purpose of fostering participants´ reflection on the learning experience. The objective of this investigation is to examine to what extent Brazilian participants do reflect upon the teletandem experience in their diaries. This study is based on results from a previous investigation which used a corpus of 350 learner diaries stored in MulTeC (Multimodal Teletandem Corpus) ([Author 2]; Lopes, 2019) and showed that the most frequent word used is "interaction" (Authors, ongoing). Three hundred and forty extracts in English were explored in which the word interaction occurs. The analysis is based on Moon´s (2004) reflective writing analytical framework and Garcia et al.' s (2017) typology of metacognitive operations related to teletandem learning. Research questions are: What do they write about their teletandem interaction? To which extent are diaries reflective?

Results show that diary fragments cover all three levels of reflection: (i) zero reflection, includes fragments which are a sheer description of the interaction; (ii) undeep reflection, includes fragments in which students label and evaluate interaction, narrate facts that justify their judgements, and (iii) deep reflection, includes explicit mention of metacognitive operations (learning goals, planning, monitoring, assessing and evaluating) and the complexity of the learning environment is considered in a critical manner. An operational definition of different levels of reflection in teletandem learner diaries is proposed and could also be a guideline for assessing students' writing.

# Breaking the bubble: the importance of multicultural student engagement in remote learning

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**Abstract Summary:**

Building a network is a key aspect of a successful international experience. However, getting students to engage with internationals and dive into another culture can be one of the trickiest parts of planning a virtual program. This panel will rely on the presentation of a real case program to explore best practices in promoting student engagement and multicultural integration in virtual international project-based learning. Panelists bring practical advice representing perspectives from business and engineering in the US and an educational provider in Brazil that have counted on their long-term partnership and trust to respond to challenges posed by COVID-19. Topics covered by this Panel include: 1) Constructing an academic framework and learning outcomes connected to cultural immersion and student engagement 2) Helping local and international students build authentic and personal connections online 3) Preparing students to solve real global problems provided by Brazilian companies, NGOs or governmental organizations through team-based learning 4) Enhancing global awareness and adaptability as valuable tools to become a global citizen and skilled professional 5) Building inclusion & diversity in Education abroad. The panel will discuss the topic of Inclusion in Intercultural Learning and strategies to face the inequities exacerbated by COVID-19. Considering that, many local students in Brazil face social and economic barriers to participate in in-person international programs that have worsened during the pandemic . The virtual version enabled underprivileged students to take part in their first international program. Finally, as an virtual experience that is Project based with innovative curricula, students from both sides were able to delevop and implement skills that demonstrate global awareness, adaptability and critical thinking.

# Racial Identity Matters: Students' Collective Identities in the Virtual Literary Classroom

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**Abstract Summary:**

This presentation summarizes a case study from a virtual exchange COIL project, titled: Identity Matters: Culture, Ethnicity, and Race in Literature (USA & Spain). It describes students' individual and communal identities formed in the virtual literary classroom. Besides, using zoom, surveys, and videos, students were required to read short stories and poems about characters' identities dealing with racial, ethnic, and other experiences. The characters were Americans/American immigrants from different racial backgrounds: Black, Indigenous, Asian, and Latinx. Besides character-descriptions, and other markers, race and ethnicity were specific indicators to demonstrate similarities and differences. After discussions, students were prompted to: • Create individual identity charts. • Share the individual charts with their peers, in their specific mixed groups. • Create collective charts within those groups that include their similarities and differences. However, after students analyzed the concepts/characters in the texts, they wrote journals which sometimes did not discuss racial biases and created collective identity charts within their groups, that did not include racial identities (social biocultural construct). Instead, students described their multicultural/international similar and different identities in terms of ethnicity (national/cultural: ancestry, language, beliefs), and other aspects of their collective selves. Race, which was used in the readings/discussions, was not used by students to create collective identities on similarities/differences. Although it may seem, that the absence of "seeing" race might assume the acceptance/understanding of peers, research demonstrates, and this study suggests that: 1. Internationalization of virtual exchange needs to create more discussions around DEI issues, specifically race, since students might be hesitant to discuss and acknowledge each other's different racial identities/experiences. 2. Students' identities in the virtual classroom should be described through intersectionality (Kimberlé Crenshaw) and an ecological lens (Bronfenbrenner's Ecological Systems Theory), to help us/our students build meaningful relationships that acknowledge the complex/multiple environments and experiences in which we develop.

# The impact of COIL on the international competencies of future business leaders. A research on Business students at CEU University.

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**Abstract Summary:**

This research investigates the impact of Collaborative Online International Learning (COIL) experiences on the international competencies of future business leaders. In a world so inter-connected, leaders are often required to collaborate with international colleagues and thus, a global mind- and skill set are beneficial to lead effectively. COILs provide an opportunity to interact with internationals and front global topics in an easily accessible way which the participants might not have otherwise had. In this research, the global competencies both before students carry out a COIL and after it are measured through questionnaires to evaluate the effectiveness of such a project in developing global competencies. The research focus in students of the Business degree at University CEU Cardenal Herrera and with more than 100 individuals analysed and 4 different COIL projects, clear correlations can be seen between participation in COILS and the development of international leadership skills. The poster presented in a digestible, visual way the research findings that will provoke interest in the field. As a topic not previously explored previously in literature, it could benefit those attending the conference striking a point for discussion and sparking new ideas.

# Enhancing Sojourners' Study Abroad through Pre-mobility Virtual Exchange.

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**Abstract Summary:**

Intercultural mobility programmes such as Erasmus+ are a popular option for undergraduate students but the reality is that many students cannot afford the experience financially (Byram & Dervin, 2008), some do not feel prepared for it and others who embark on the journey come back with little to no intercultural development (Byram & Fleming, 1998). Furthermore, the new pandemic situation has added up to the list of obstacles that students face in their journey to become interculturally aware. Against this background, it is clear that virtual exchanges (VE) must not be relegated to a mere 'second best' alternative to mobility programmes, but rather be seen as an integral part of universities' internationalisation programmes. For example, it may be a perfect pre-mobility strategy to enhance learners' intercultural communicative competence and global attitudes before commencing physical mobility. This sort of preparatory VE initiative has recently been successfully implemented in Irish and Spanish universities under the name of Ready, Mobility, Go! Programme (Batardière et al., 2019) or I-Tell project (Giralt & Jeanneau, 2016a). This presentation will examine the benefits of this possibility and potential ways to implement it. Two main projects revolving around pre- mobility VE will be introduced: the Virtual International Partner project (VIP), carried out by the English department of the University of León (ULE) in collaboration with different partner universities and a larger study which provides pre-mobility VE across all the campus. The qualitative analysis of the attitudes, skills and perspectives developed by Spanish students in their pre-mobility VE will be explored, and the impact that the participation has on participation in a study-abroad period. The presentation will also look at strategies for preparing students to better benefit from their physical mobility and outlines the structure of the interdisciplinary pre-mobility VE programme for ULE.

# Creating your ECOILSystem. This workshop can be in English and Spanish

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**Abstract Summary:**

This workshop will analyze the key elements and roles in the creation of a sustainable "eCOIL-system", an institutional system where COIL activities can flourish and achieve their best potential. By using a Gallery Walk methodology, we will create and move along different posters to delve into the enablers and possible obstacles of each of the key areas for the implementation of COIL and its effective development. What strategies and tools are best to achieve the expected impact? The facilitators, with extensive experience in the implementation of COILs and coordination tasks, will guide a workshop where all attendants, divided into different teams, walk around the room and jointly analyze and fill out each of the posters. At the end of the session, all participants will have contributed with their vision to a final picture of the desired ECOILSystem, and will be able to import and tailor-implement the findings at their home university. We suggest departing from four approaches but new ones might appear and we will welcome their incorporation. Academics: Which kind of support, recognition or training do our academic staff wishing to implement COIL count on? Students: the main target group of COIL and yet perhaps one of the less analyzed. Are we following upon them? Are we assessing their results, impact, or accomplishments? Schools, departments, support staff: Are they involved and engaged with the COIL implementation? Do they have a particular role? Is it recognized? Management and leadership: Whether our institution has a large-scale internationalization plan that includes COIL or its practice is a grassroots and non-organized movement, how can we best use the resources at hand? This workshop is addressed to policy-makers, academics, educational developers, institutional coordinators, as well as any other person interested in the development of virtual exchange at an institutional level

# Engagement and Collaboration with Nursing Students in Spain and the U.S.

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**Abstract Summary:**

The aim of our proposal is to share the results of our partnership on a Collaborative Online International Learning (COIL) project using digital technology with the University of Washington and University of León. Our project's goals are twofold: 1) Introduce students in the U.S. and in Spain to an intercultural experience about behavioral health (mental health and substance use), and 2) Learn about the U.S. and Spain's healthcare systems, with focus on how mental health is perceived and how mental health care is delivered in a clinical setting. Through the virtual exchange with digital content provided by our universities, students and faculty learned best practices for caring for those with mental illness. Students provided nursing care for patients during COVID-19, and reflected on lessons learned during the pandemic and the consequences of this on the mental health of the population. We used small group engaging activities including an ice breaker, assignments, and reflections to allow everyone to hear and compare lived experiences. The opportunity to learn with an international partner through digital technology using small groups and tasks was invaluable. We will share our collaborative project and lessons learned to enhance our teaching and learning. Students completed the COIL surveys and results showed students from both countries learned evidence-based best practices about issues important in a mutually-respectful virtual exchange. Because the University of Washington has implemented COIL courses, we used various communication technologies and laid a good foundation for our partnership. Our content can be replicated for the benefit of other international partners to engage students and faculty in a multicultural learning environment. Mental health is a global issue. COIL was used as a vehicle to understand our cultures, backgrounds, experiences, and critical analysis of health information that integrate global perspective in students' learning.

# Envisioning Post-Covid Internationalisation in Asia: Conceptualizing a Successful Intra-ASEAN Virtual Exchange Infrastructure

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**Abstract Summary:**

The EU Support to Higher Education in the ASEAN Region (SHARE) Programme had conducted a mapping study to explore the context of Virtual Exchange / COIL in the ASEAN region. To respond to the transformation called for due to the COVID-19 pandemic, VE/COIL is seen as not only a possible alternative, but has the potential to be a permanent feature within the student mobility spectrum, complementing physical mobility. It is therefore timely to explore the understanding and practice of VE/COIL programs within Southeast Asia. Two surveys were conducted, and it reached over 500 students and 98 administrative representative from ASEAN. It also had interviews with 9 administrative representatives from universities to further understand the issues at hand. This session will discuss issues and challenges faced by the ASEAN region in conceptualising and designing Virtual Exchange (VE)/ COIL programs. The study shows that there is a need to strengthen the understanding on the concept of Virtual Exchange. Conceptualisation process is a key prerequisite to secure a sustainable and successful student and staff engagement. In addressing this concern, a 4 week long capacity building workshop for faculty members in the SHARE partner universities took place in the fall 2021. The workshop emphasised raising awareness of the importance of developing VE programs for internationalisation strategy and for cultivating all students' intercultural competence. capacity. This session will cover the mapping study results, the capacity building training experience and post-training COIL/VE program developments in ASEAN. We will also share a beta version of ASEAN originated COIL/VE digital portal called "AVEC Portal," in which institutions in ASEAN and beyond can reach out to each other to find a COIL/VE partner. The portal will also function as a capacity building hub for the prospective COIL teachers who wish to launch their first COIL course.

# An Auto-ethnographic Approach to Virtual Exchange

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**Abstract Summary:**

Virtual exchange (VE) is a learning arrangement used to provide a convenient platform for developing linguistic and intercultural competences. A VE provides learners the opportunity to have regular, (semi-) authentic communication with transnational partners for several weeks to collaborate and complete tasks and to reflect upon and learn from the outcomes of this experience (Hahn, 2020). As a PhD student with a focus on VE, the author participated in a VE program held among students from the University of Jyväskylä and Burgundy University with contents focused on the general themes of intercultural communication, sensitivity to power inequalities, and complexity of human interactions. I adopted an auto-ethnography approach to explore my experience of participating in a VE. Auto-ethnography allows for analytical investigation of self in relation to others, and it is a useful method for introducing and discussing significant topics related to social identity, especially for those who are marginalized (Boylorn, 2014). The method involves systematically analyzing the author's narratives written during the program. These accounts provide an in-depth description of the experiences of the author throughout interactions with other learners from various parts of the world. In this paper, I describe how task design, content, context, group dynamics, digital literacy, individual characteristics, and language proficiency played a role in my participation, perceptions, and outcomes. As a novice researcher, I have chosen to disseminate the research in poster format to be able to engage with other researchers in the field, discuss ideas to improve my work, and promote my presentation skills. References 1. Boylorn, R. M. (2014). From here to there: How to use auto/ethnography to bridge difference. International Review of Qualitative Research, 7(3), 312-326. 2. Hahn, J. (2020). Virtual exchange: Future-ready teaching of multiliteracies across borders and cultures. Learning and teaching journal, 2(2).

# Integración de nuestros estudiantes internacionales mediante los foros de blackboard, una manera de aprender preguntando

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**Abstract Summary:**

Este proyecto se realizó en 3º de Veterinaria en una asignatura integrada por varias materias; genética, economía, producción animal y nutrición animal. La asignatura tenía 263 alumnos (43% extranjeros y 57% españoles). Los objetivos eran 1) que los alumnos interaccionaran utilizando un foro de discusión escrito en el que no era necesario hablar ya que les cuesta comunicarse en un idioma que no es el suyo y eso genera problemas de interacción dentro del aula 2) que los alumnos repasasen todo el semestre y generaran preguntas compartiendo conocimiento con el resto. Ser capaces de formular buenas preguntas puede generar un gran impacto, tanto en los demás como en nosotros. Las preguntas son esenciales para repasar el temario y potencian la creatividad y la innovación. Participaron 167 alumnos en genética, 157 en nutrición, 147 en producción y 81 en economía. La participación fue mayor entre los alumnos internacionales que entre los españoles (75% vs. 55% en genética, 44% vs. 21 % en economía, 75 vs. 48 en nutrición y 73% vs. 43% en producciones; P< 0.05). Elaboraron un total de 1165 preguntas. El porcentaje de alumnos que superaron cada materia fue superior si participaron en el foro de blackboard (70% vs. 30% genética, 73% vs. 37% nutrición, 76% vs. 48% economía y 86% vs. 75% producción, P< 0.05). Dentro del grupo de alumnos que superaban la materia, la correlación entre la nota obtenida y el número de preguntas elaboradas fue positiva y significativa (0.47 en genética, 0.34 en producciones, 0.34 en economía y 0.23 en nutrición). La actividad tuvo mayor aceptación entre los alumnos internacionales y se correlacionó favorablemente con los resultados en la asignatura. Se optó por poster por no tratarse de un COIL típico, en Veterinaria-CEU los COIL se generan por defecto en todas las asignaturas a partir de 3º.

# How to introduce COILs into existing courses: Best practice from Sprint COILs around the world

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**Abstract Summary:**

Setting up a new COIL can sometimes be challenging. Time constraints, lack of experience, the need for internal consent or lack of resources can be significant obstacles in the development of a new teaching format. For all those facing such hurdles, Sprint COILs can be the answer. This short COIL format that can be incorporated into any course without overriding contracts, and without having to go through the university's internal bureaucracy. All it takes is two initiative lecturers from two universities. Sprint COILs have been developed by the Zurich University of Applied Sciences in collaboration with partners from across the globe. We report from projects with various universities in different countries in order to provide best practice examples. Key themes: • Characteristics of a Sprint COIL • Arguments for introducing Sprint COILs in courses • Choosing the right course • Setting up and conducting a Sprint COIL • Students' key learnings • Challenges from the perspective of the individual universities in the different countries • Limitations, potentials and outlook Lecturers participating in the Sprint COILs between the Zurich University of Applied Sciences and the six involved universities from China, Mexico, Pakistan, Kyrgyzstan, Switzerland and The Netherlands will share their insights from conducting Sprint COILs in a wide range of disciplines, such as Facility Management, Environmental Engineering and Intercultural Communication.

Illustrative examples will provide ample insight into how to successfully set up and conduct a Sprint COIL.

# Las limitaciones de los países Sur-Sur no impiden el desarrollo de buenas prácticas para la viabilidad de los proyectos COIL

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**Abstract Summary:**

El Proyecto COIL generalmente se ha planteado dirigiendo la mirada a Norteamérica o a Europa siendo inusual entablar vínculos Sur-Sur entre países como Sudáfrica y Venezuela, capaces de descubrir a través de la colaboración similares vivencias, problemáticas y propuestas de solución a pesar de la diferencia de idiomas, horarios, materias, carreras e inclusive de duración de los semestres de las Universidades involucradas, debido entre otras cosas a la pandemia CO-VID-19 y a circunstancias políticas, sociales y económicas que pusieron en riesgo su ejecución. Evidenciar que es factible la colaboración entre países distantes geográficamente, con regímenes o situaciones que no son los ideales y cuyas dificultades suponen desarrollar en los participantes capacidades inesperadas para sortearlas, es el objetivo de la ponencia, que a través de un método cualitativo busca describir buenas prácticas que contribuyen con la viabilidad de COIL en situaciones límite y amplía los horizontes para su exitosa implementación.

# "Intercultural Competence" revisited – Cultural Learning in virtual exchanges

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**Abstract Summary:**

Virtual Exchanges offer a large variety of opportunities for the development of professional, methodological, social, and personal competencies of the participants. Numerous best practice reports in journals and at conferences put a special focus on the aspect of "intercultural competence". However, the concept's underlying considerations of cultural spaces and methods of comparing cultures correspond to an understanding of "culture" that is no longer up to date. On the one hand, globalization with its physical and virtual mobility has led to the fact that individuals are socialized in different societies or are at least influenced by them. On the other hand, societies have never been sufficiently homogeneous in terms of their traditions, values, and norms to describe their "cultures" in an empirically valid way, and to create suitable concepts for cultural learning. The talk focuses on current attempts to define "culture" as a "practice of social action" and points out pitfalls that arise with regard to culture-based learning in virtual exchanges. At the same time, implications for contemporary culture-based learning will be pointed out. The explanations are illustrated by a virtual exchange that was carried out by Leipzig University and Ohio University in the spring of 2021. Students identified topics that seemed relevant to both groups of students and were negotiated in US and German discourse communities, whereby the respective discursive practices differed to some extent in both communities and offered a valuable starting point for reflections on the role of cultural determinacy of discourses as well as on parameters such as hierarchy, power and socio-economic status of the persons involved in the discourse.

# A Bibliometric Analysis of Virtual Exchange Using VOSviewer

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**Abstract Summary:**

The virtual exchange is a fundamental element in international collaboration, deleting frontiers and assuring connectivity between students. The present study aimed to obtain insight into the virtual exchange trends in research before and after the Covid-19 pandemic. The study aims to use visualizing bibliometric networks, which is a powerful approach that has gained attention over time. It allows analyzing networks of co-authorship and co-occurrence relations. In the present work, we focus on the VOSviewer tool, used to understand in detail the main trends of virtual exchange programs, by analyzing the relationship between the most productive and cited papers, authors, organizations, countries, and frequent keywords. The articles were collected from the Web of Science's database then the virtual exchange trends were mapped from 165 articles, mainly as papers (75% of analyzed documentation) and proceedings papers (14 %). Moreover, data showed that 40% of the articles were produced between 2020 and 2022, and they are mainly about the major impacts of the Covid-19 on education and actions taken to control it through learning and exchange programs. On the other hand, this analysis revealed an overview of the different topics, associated with the virtual exchange which include (e.g. telecollaboration, intercultural communication, global citizenship, learner autonomy, and higher education). It highlighted also a major contribution of the USA (54 papers), followed by Spain (28), China (20), and England (15), in terms of scientific production about virtual changes. In addition, the most cited papers originated from Italy (312 citations), followed by the USA (307), Japan (223), and England (185).

# "My virtual internship gave me wings!": and other highlights from high-impact global internships

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**Abstract Summary:**

This session will focus on the student voice - providing delegates the opportunity to hear directly from 3 students from 3 different university partners in 3 different continents. Student panellists will unpack how their expereince and how their remote global internship has increased their career-readiness. All student speakers have successfully completed a short-term experimental learning programme delivered by their university in partnership with Virtual Internships - some for credit, others co-curricular. The program focusses on 21st century skills development: students have interned with a company based in a different country to their own and engaged with wrap-around employability support including career coaching, online e-learning and weekly peer-to-peer events. This session will focus in on student success stories, allowing the audience to hear directly from participants. Through these student voices, delegates will be able to learn how universities embed virtual internships within the curricular, how students gain intercultural competencies and, ultimately, how remote internships delivered globally are high-impact experiential learning and therefore a valid, scalable and sustainable modality for delivering work-integrated learning of the future.

# How to truly Collaborate? A workshop aimed at taking steps to actively include inclusivity and equality.

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**Abstract Summary:**

In many instances, the "C" in Collaborative Online International Learning can be overlooked or vaguely implemented. More attention is given to activities that focus on cultural exchange and disciplinary learning. As a result, instead of true collaboration, we settle for cooperation or merely exchange. Collaboration is challenging, for students, but also for academics. How, then, do we design for purposeful collaboration? For this we need mutual trust, a shared vision and a focus on the long term The workshop will be presented as an interactive session and facilitated by a number of Virtual Exchange practitioners from the iKudu consortium. Lessons learned from the professional development activities to encourage inclusivity and equality will be shared. The target audience for the workshop are both academics and other stakeholders and these can be starting out in their COIL endeavors or be experienced. The workshop will explore ways in which mutual trust and a shared vision and focus can be achieved in the process of COIL design through equity and inclusivity in professional development. Activities will focus on hands-on experiencing how to build up trust, how to create a truly shared vision and what to keep in mind within the collaboration. All this will be based on theory related to concepts of mutuality and trust / and cooperation vs collaboration along with examples of different types of teams such as diverse teams, homogenous teams, and inclusive teams. At the end of the workshop, participants will: - Have an understanding of different collaborative design concepts, including - collaboration; cooperation; inclusivity, equality and mutuality - Understand different ways in which to incorporate these concepts into professional development for COIL activities within their universities.

# UNITA VIRTUAL MOBILITY: Successful case from University of Zaragoza to University Vest Timisoara

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**Abstract Summary:**

In 2020 the Erasmus+ Program for European Universities allowed the creation of the UNITA Universitas Montium consortium. It is led by the University of Turin (Italy) and composed by other five Universities Beira Interior (Portugal), Zaragoza (Spain), Pau et Pays de l'Adour and Savoie Mont Blanc (France) and Vest din Timisoara (Romania). All six are on-site universities and want to increase the relation between them and particularly mobilities. From spring semester 20-21 virtual mobilities have been offered to follow different subjects in another of the UNITA partner institution for bachelor, master or PhD students. The first offer included more than XX subjects. Students apply at their home institution and then follow the classes on line mostly on a synchronous way, and in some cases asynchronous. In this pilot phases 8 students from University of Zaragoza participated. Through this communication we want to present the experience of one student of marketing from the University of Zaragoza, who followed an on-line course at University Vest din Timisoara. Due to the pandemic, she could not follow a standard Erasmus mobility and was interested in an international experience, for this reason, she applied for the Virtual Mobility Programme. The experience allowed her to follow a subject, complementary to her Degree curriculum, with different thematic and perspective from that offered at her home university. The course was taught in English, so she improved her skills in this language. This experience has enriched his academic training and personal viewpoint. Although in these first years just some students are participating in this new programme, it offers a valuable alternative of international mobility for students who are not able to experience long time standard mobilities for any reason.

# Personal and professional development in a virtual exchange for future veterinarians

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**Abstract Summary:**

Over the past years, internationalization has become the gold standard for most higher education institutions or even essential in some universities´ strategic plans. Collaborative online international learning (COIL) is nowadays one of the most innovative teaching methodologies that brings the world to our classrooms. A total of 158 veterinary students from UCH-CEU (Spain) and UNESP (Brazil) universities participated in a COIL project based on veterinary anatomy and diagnostic imaging. The main aim of the project was for students to work in small groups on a clinical case that was orally presented during a virtual synchronous session and to publish students´ works as an e-book. This international experience was evaluated through a voluntary survey answered by 90 of the participant students. Regarding developed skills acquired by students, 79% expanded their understanding of other cultures, 84% improved their confidence to act in an international context, 89% enhanced their communication skills, 82% managed to work efficiently in an intercultural teamwork and 53% raised their global awareness. Global satisfaction was evaluated positively by 81% of the students, 70% felt that the duration of the experience was appropriate, 80% appreciated the interaction with other students and teachers, and 87% felt that the technology used was suitable. In addition, 83% of the students would accept to get involved in further international and intercultural experiences in the future. The net promoter score (NPS) results show that our students highly recommend other colleagues to participate in further similar international experiences (NPS 11). In conclusion, obtained results suggest that the present COIL experience influences positively in students´ intercultural awareness, stimulates students to be globally engaged and highly promotes their personal and professional development.

# Developing Empathy through Virtual Exchange: The Problem of Privilege

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**Abstract Summary:**

Building empathy among our students is an assumed and desired outcome of virtual exchange. However, while there has been some discussion about approaches to increasing empathy through virtual exchange (Golubeva, et al, 2020; Jimenez & Kressner, 2021; Trape, 2019) there has been little in the way of empirical study on whether or not virtual exchange actually does promote empathy. This presentation will report on an empirical research study conducted at East Carolina University that administered the Wang, et al (2003) Scale of Ethnocultural Empathy and portions of the Davis (1983) Interpersonal Reactivity Index to all students taking virtual exchange, a sample of students taking courses with a Global Diversity designation (without a virtual exchange component) and a control group of students who were not enrolled in either virtual exchange or Global Diversity courses. In total, 411 US students completed both the pre and post course survey. This presentation will focus on the results derived from that data and highlight the role privilege plays in building empathy through virtual exchange. In this session we will start by introducing the framework being used to examine this issue. We will then discuss the three sub-samples surveyed, our anticipated outcomes, and the instruments we used. Next, we will present the actual results before discussing our thoughts on how issues of privilege may have impacted those results. Finally, we will discuss what we are doing with these results in efforts to promote empathy building among our student population as well as future research. After attending this session participants will be able to: • Summarize research findings on the impact of virtual exchange on the development of empathy. • Evaluate tools used to measure empathy building in an intercultural setting. • Recognize the role privilege may play in building empathy.

# Sustainability Analysis of Renewable Energy Production in Chile and Brazil, within the framework of the UN 2030 Agenda

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**Abstract Summary:**

The transformation of the energy matrix towards non-conventional renewable alternatives is considered a way to minimize its environmental impact. However, these forms of generation are not exempt from environmental impacts. Dealing with this can be very enlightening for the development of future engineers and can be used in challenging projects thru virtual exchange activities. In this scenario, it will be presented a strategy for a virtual exchange approach that allows the students from different countries to work with SDG 7 and SDG 12 of the United Nations´ 2030 Agenda. As a case study, it will be presented details of the organization and implementation of a virtual class project that was developed between students from environmental engineering in Brazil and Chile with the main objective of analyzing the sustainability of energy generation forms through renewable sources in both countries, considering the environmental impacts and waste produced after the useful life cycle. The organization and the follow up strategies will be presented in details, as well as the grading process used to analyze the results. It will be shown that the implementation was totally based on student centered learning methodologies.

# Doing a PhotoVoice project in a COIL course linking Thai and US students

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**Abstract Summary:**

This 4-week COIL project explored the use of visual data collection by employing the Photovoice method (Wang & Burris, 1997). The project is a collaboration between social work graduate students at the University of Maryland, Baltimore, and undergraduate and graduate students at Prince of Songkla University, Hat Yai, Thailand from varied disciplines. The Photovoice method asks participants to take photos based on specific directions for the image. The individual taking the photos can go into spaces that they are most familiar with and obtain an image that they will then caption and submit to their group for further reflection, meaning-making, and team-building. The instructions for the students in keeping with a class in social science was to take a photo of a socio-cultural scene that was important to them.

Suggestions were community or family celebrations, rituals such as birth or marriage, or any situation having an impact on them and their country (e.g. climate change, COVID-19). The student who took the photograph provided a caption following an analysis method where they reflect on the importance of the photo to them and how they can interpret this to others. Using Padlet, students submitted their photos, and then after reflection and deliberation, they submitted selected photos to the larger Padlet exhibition space for examination and reflection with the entire class. Both Photovoice and COIL are based on experiential methods with reflection and collaboration as hallmark skills. Faculty facilitators were able to provide a basic structure for student engagement and peer-to-peer knowledge-building and the means to think critically about an image (Liebenberg, 2018). While the ultimate goal of Photovoice is social change, one could imagine an expanded COIL course that could facilitate the next steps of shared research based on this initial exploration.

# Cultural awareness in global health: a personal experience of multinational discussion

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**Abstract Summary:**

Introduction: To achieve best results in personal medicine, it is necessary to include the cultural context and awareness of the patient. In a Global Round of discussion, we invited students to first reflect on their personal understanding and awareness of cultural diversity and context. Through student discussion and exchange, they shared their interpretation with peers from various cultural backgrounds. Aims: The objective of this reflection is to improve student knowledge, respect, openness, and tolerance for other cultures and backgrounds Methods: All participants of a virtual Global Round discussion were exposed to a case-report of young 8 month-pregnant woman, having arrived recently in another country without speaking the local language, when she goes into labour. All participants were asked to brainstorm on the four topics: -How does communication and language contribute to the healthcare challenges that our patient faces? -How does culture impact their experiential reality and by extension, the clinical encounter, considering that cultural humility promotes openness and non-judgement? -What role do health equities play in accessing healthcare in different countries? -How does an understanding and respect of spiritual belief systems contribute to the healthcare experience for patients of diverse cultural backgrounds? Conclusion: Based on these questions, who is responsible for training health care professionals in cultural awareness and sensitivity? Is this a tangible and attainable goal in our current education delivery? The hypothesis of this study is that increased cultural awareness will improve the healthcare experience for patients of for the diverse cultural backgrounds. The role of virtual interactions/exchanges with students of diverse cultures might be an important first step.

# Changes and lessons learned from the effects of the pandemic on students' virtual exchange teamwork: A four-year study of pre and during COVID

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**Abstract Summary:**

The COVID-19 outbreak added complexity to the global business environment, magnifying the importance of virtual collaboration across borders. Our longitudinal quantitative study examines the impact of the pandemic on global learning through a series of virtual exchange (VE) collaborations spanning over four years, N= 983, 7 universities in 6 countries, administering each VE with a pre and post collaboration survey. To measure the impact, we used COVID as a moderator to assess change in student cross-cultural competence and engagement throughout the VE and comparing pre and during pandemic effects. We share two main revealing aspects of our findings: (a)the impact of COVID on student empathy and the changes in their ethnocultural empathy and their ability to understand another's emotions, and (b)the impact of COVID on student self-efficacy, and their capability to execute the course of action required to manage their team project-based learning (PBL) simulating a complex global environment. To support the insights from our research results, we applied the Hofstede framework while describing several surprising results and trends as a result of dealing with uncertainty, as well as the pandemic. Our study showcases the skills and competencies acquired in the global virtual teamwork collaboration, and examines the impact on course objectives and outcomes, as well as student intercultural competencies pre and during COVID. Pre- COVID, PBL as part of the VE collaboration accelerated teaching outcomes and positively impacted cultural competencies, emphasizing the value of VE as an experiential learning tool in higher education in the era of global complexity. More so now, after examining the effects of COVID, PBL as part of VE may be considered an effective vehicle and a resilient learning method in times of global crisis, where students acquire practical knowledge and experience, preparing them for the complex new global business environment.

# Exploring the use of Virtual Exchange to develop Intercultural Competencies using UNESCO Story Circles – a preliminary report

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**Abstract Summary:**

Intercultural competencies are an integral part of a Virtual Exchange (VE) project but targeted tasks, expected to develop these competencies, are not always explicitly integrated into the project. Despite the expectation of the development of intercultural competence it is, in many instances, left to chance in a VE project. This study aimed to assess whether the integration of story circles, as a teaching strategy, to deliberately infuse intercultural activities purposefully into a VE project, contributes to the development of intercultural competence in students. If activities to improve student`s intercultural competence are not purposefully infused into a VE project and left to chance, then students might not develop these competencies and one expected outcome of a VE project will not be achieved. We explored the effects of the incorporation of Story Circles in the process of developing intercultural competencies among university students involved in VE projects between Durban University of Technology (DUT) and international institutions. This presentation shares some preliminary findings from a qualitative, embedded, multiple case study, which utilized multiple methods of data collection including questionnaires, interviews and document review. Data was analysed both statistically and through a thematic analysis for the qualitative data. Initially a within case analysis will be done to give a detailed description of each (VE project) and once all those have been done this analysis will be used to do a cross case thematic analysis which will be interpreted as a whole and reported as the findings of this study.

# Collaboration as the new currency of international exchange

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**Abstract Summary:**

'Change by exchange' is the German Academic Exchange Service's (DAAD) guiding principle. But, in line with the digital transformation and the continuing deconstruction of the binarity analogue versus digital in mind, the maxim itself must be broadened to "collaboration is the new currency of international exchange". Shifting the focus from exchange to collaboration allows us to make use of the incredible potential that digitalisation holds for internationalisation – without marginalising personal interactions and exchange. Collaboration and problem-solving are key digital competencies defined by the European Commission's Digital Competence Framework 2.0 (DigComp2.0). But what are the conditions for successful collaboration and common problem-solving? Virtual Exchange is one educational framework that helps prepare students and educators to collaboratively work together in international teams on global issues and shared problems (EVOLVE Studies, 2020; Stevens Initiative, 2022). When examining the virtual exchange landscape and the 122 DAAD-funded "International Virtual Academic Collaboration" projects with their various pedagogical approaches, the question arises of how exactly virtual exchange scenarios contribute to teachers' and students' acquiring the required competencies. The presentation will (1) give an overview of the characteristics of the funded projects (global cooperation patterns, subject areas, digital learning concepts, ICT tools), followed by (2) a case study analysis focussing on both the methodological knowledge of educators and acquisition of collaboration competencies by students. Thereby, (3) light will also be shed on institutional support infrastructures. Finally, (4) the results will be discussed by asking what needs to be done to change HE institution's mindsets toward implementing skills-centred learning opportunities fostering co-creation, co-teaching, and co- learning.

# "Your career opportunities worldwide", a collaborative online international learning (coil) program that fosters mentoring and international employablity of health science students.

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**Abstract Summary:**

Many students feel disoriented when they graduate and face career decisions. Particularly, Pharmacy, Biotechnology and Nutrition&Dietetics are degrees with ample job opportunities, but many students are unaware of these. Additionally, when they hit the job market many of them lack sought-after intercultural communication, teamwork and networking skills, as well as international experience. Besides, the pandemic has limited students' opportunities for global mobility. Given this context, Collaborative Online International Learning (COIL) programs may offer a good solution. During 2021 (1st edition) and 2022 (2nd edition), students from Torino (Italy), Coventry (UK) and CEU-San Pablo (Spain) Universities worked together via virtual exchange to research their degrees' worldwide professional opportunities. Students attended an Introductory Session where they met their teammates and supervisors, besides participating in icebreaking intercultural activities. Then, they worked for 3 months preparing personal interviews to professionals in the fields of Pharmacy, Biotechnology and Nutrition&Dietetics. With the information gathered in the interviews, students presented an oral communication in a final International Congress, where plenary conferences and workshops took place. The 2nd edition also included a trip to visit institutions, located either in Italy UK or Spain, where the student could work in the future. 38 lecturers, 179 students and 76 professionals (from 11 countries and 60 different institutions) took part in these two COIL editions.

In the 1st edition, more than 400 people from 40 countries and 60 Universities were registered at the International Congress. At least 80% of the students agreed that the COIL allowed them to

improve their intercultural skills, made them more employable, increased their motivation to work abroad and met professionals that could help or inspire them in their future career. 90% considered the COIL to be useful for their professional future. The present results demonstrate the benefits of this COIL for students' professional futures.

# Through the Students' Eyes: Dominant-Minority Relations in International Context

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**Abstract Summary:**

English dominant students at the University of Utah (USA) and Spanish dominant students at Uniminuto (Colombia) discussed the nature and scope of racial/ethnic, dominant-minority relations, gender, and LGTB+ rights in their respective countries. Students were divided into six groups. Instructors assigned students to groups with attention to students' Spanish and English speaking abilities. More specifically, Spanish-English bilingual U.S. students were paired with Colombian students having lower English language abilities. Colombian students with higher English language abilities were paired with English monolingual U.S. students. This strategy was implemented to enhance interaction between students. Zoom meetings embedded in the Slack communications sharing platform facilitated discussions conducted in English. Each group was assigned the same reading/writing/art analysis prompt for each Zoom session. After an initial cultural icebreaker, students then recorded a video where they discussed selected readings and a chosen image about the impact of female religious icons on societal gender roles. By hearing students' voices and testimonies, this presentation will show how Utah students gained valuable insight into the dynamics of dominant-minority relations outside of the U.S., while Colombian students improved their critical thinking, English language comprehension, and speaking abilities. Furthermore, instructors will explain how the collaboration evolved as it has been conducted for three different academic periods with 3 different groups of students and reflect on the adjustments made during and after the collaborations, based on students' input. In conclusion, instructors will reflect on the importance of hearing students' insights on the collaboration and having the flexibility to make adjustments and interventions even during the implementation of the project.

# Collaborative Online International Learning (COIL) –
# Let's Hear from the Students

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**Abstract Summary:**

Collaborative online international learning (COIL) is a model that was developed over 15 years ago at the State University New York (SUNY) Coil Center (https://coil.suny.edu/). The purpose of COIL is to partner faculty and students from different countries to work together on collaborative projects embedded within their coursework. With a focus on preparing students to become global citizens, COIL provides faculty a framework for providing international experiences without the cost and time of traveling. These collaborations include cross-cultural student interactions and collaborative learning and can be cross-disciplinary. The purpose of this project was to explore an international virtual student collaboration between two universities, Shenandoah University (SU), in the U.S., and International Islamic University Malaysia (IIUM). Students were placed into one of four groups which were made up of three first year students from IIUM, and two graduate students from SU. Based on the U.N. Sustainability Goal #2: Zero Hunger, the driving question for the assignment was: What can we do to ensure that people have access to food during a pandemic? Using messenger apps and social media platforms to communicate with each other, students examined what is already being done to address hunger, and then searched for ways to expand on or create new solutions to the problem. As students worked collaboratively on this project, they examined how these challenges and solutions differed between their cultures. Last of all, students developed a visual presentation to share with peers from the partnering university. In this presentation, two students from the project will be discussing aspects of the project and the impact it had on their own learning.

# Virtual Exchange for Adult Learners in Graduate Programs: A Literature Review

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**Abstract Summary:**

Virtual exchanges can offer novel experiences that disrupt, test, and refine adult learners' understanding and practice of their profession (Kolb & Kolb, 2017). In contrast to younger students, adults typically hold more established understandings of their world and profession, have focused learning goals, and juggle multiple responsibilities that limit in-person international learning (e.g., Jarvis, 2010; Merriam et al, 2007). Little is known about characteristics and learning outcomes of virtual exchanges designed for graduate learners (Stevens Initiative, 2020). This presentation shares results of a systematic literature review of graduate-level virtual exchanges and identifies future research directions to support the design and implementation of high-quality graduate virtual exchange. Nine sources were identified from a search of EBSCO; Google Scholar; the Journal of Virtual Exchange journal, and selected bibliographies (e.g., Stevens Initiative, 2020, and Virtual Exchange and Telecollaboration Zotero group). Selection criteria included peer-reviewed practice and research sources published in English between 2011 and 2021 that described virtual exchanges between learners in graduate- level programs (e.g., master's doctorate, graduate certificate). The review suggests distinctions between graduate-specific and all virtual exchanges fall in emphasis on professional preparation. All sources referenced preparing learners for professional roles as a primary goal.

Consistent with the broader literature (e.g., Stevens, 2021; Zak, 2021), authors cited familiar goals (e.g., intercultural competences, technology, collaboration and teamwork, and global citizenship) and virtual exchange features (e.g., relationship-building activities, small intercultural groups, tasks to foster collaboration, and reflection). All concluded that virtual exchange positively contributed to learners' professional preparation, citing evidence from reflections, student assignments, and instructor-created surveys. Little information was provided about students as adult learners (e.g., their perspectives, priorities, and challenges). Future research in these areas would support development of graduate-level virtual exchanges that maximize opportunities for adults' professional and personal growth.

# Connecting "Third Space" Pedagogy with Employability in Arabic Language Classes through Virtual Exchange: A Survey of Arab-American Communities in the US

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**Abstract Summary:**

In today's globalized world, trans-lingual and transcultural skills are of significant impact in instructional activity. The purpose of this virtual exchange project is to allow students to critically reflect on their own perceptions of others, as well as how others perceive them. As such, students are able to detect cultural assumptions and to synthesize ideas and connect them to the real world. It is the role of educators to offer students the tools necessary to recognize and resist, rather than reinforce cultural stereotypes, and related othering behavior (Hauk 2019). The researchers explain the integration of linguistic and cultural knowledge in a teaching model of two online beginner Arabic classrooms. The model is based on a collaborative project between LaGuardia Community College and The University of Oklahoma. Students engage in a series of blended virtual and communal activities that result in new opportunities for learning, where the learning space is multi- voiced. The paper highlights the employability competencies learned, and synopses of students' interviews with members of the Arab communities as well as their reflections on the learning experience. The project offers valuable insights to educators working on virtual exchange collaboration projects, second language acquisition, social justice, or cultural anthropology. Further, the researchers show statistical results that reflect students' tendencies in engaging with cultural experiences. The teaching model shows students' reflections and learning experiences that can be adapted to suit different objectives. The cultural project is designed to allow novice students of Arabic language the opportunity to use their linguistic knowledge in building bridges with the Arab communities. On a deeper level, the project aims at creating a third communal space where practices and activities are discussed in meaningful ways, while unlearning stereotypes and shunning away prejudices, a goal informed by our belief that learning is a social process.

# Leadership Strategies for Virtual Exchange Though Equity and Justice Perspectives

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**Abstract Summary:**

Virtual Exchange has emerged as a new strategy for inclusive internationalization that enhances equity-minded global learning practices. International education leaders play an important role in promoting strategies, goals, and learning outcomes in COIL programs that support student success, curricular transformation and career readiness. Panelists in three public universities in the United States will present their virtual exchange strategies that center justice, equity, diversity and inclusion (JEDI) for supporting our students. Hope Windle from the SUNY COIL Center supports the EOP (Education Opportunity Program)+COIL initiative, which brings a real world application of intercultural connection for first-generation college students in Brazil, Colombia, Chile and SUNY. Leveraging this empathetic connection with the Offices of Global Affairs and JEDI, SUNY brings synergies between these programs by closing the racial and equity gaps and addressing institutional barriers across SUNY. Wing-kai To from Bridgewater State University leads virtual exchanges and COIL collaborations to address social justice issues in Cambodia, Israel and Mexico. Bridgewater's strategies on COIL focus on equity, reciprocity, humility, and social impact in their course design and collaborative learning. While working with a low-income school in Cambodia, Arab students in Israel, and UNSDGs issues in Mexico, students gained first-hand exposure to different educational systems which center English literacy, negotiation and conflict resolution, and critical global problems. Through the efforts of Sally Mudiamu from Portland State University, COIL programs empower faculty and students in orienting towards not only the future of work but how one engages in a landscape where AI, social capital networks and participation in platforms like Clubhouse become more critical for career advancement. Drawing on participation in the Stevens Initiative Connected Classrooms project, PSU's global institutional partnerships strategy, and interviews with students of color, PSU is embracing COIL as a social mobility tool for underrepresented students.

# Different modalities of COIL: pandemic and post-pandemic realities

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**Abstract Summary:**

While our respective partner institutions in Canada and Japan have had a long and successful history of study abroad exchanges, it was not until 2021 that we were able to successfully complete our first COIL project. With restrictions in place in both countries in the first half of the year, classes were held completely online. Within this context, we trialled our first project with intermediate-level language learners in Kyoto and mostly native English speakers in a communications class in Vancouver. Feedback from students allowed us to reflect on adjustments for a repeated attempt in the following semester. By this time, however, in-person learning had returned with teachers and students back on campus. Adding a virtual exchange element when students are fully online versus adding it to in-person classes may not initially reveal significant differences, especially given that the collaboration itself among the two student groups takes place online. However, drawing on a comparative analysis of the two modes, the in-person class support in the home institutions proved to be a significant element in the overall success of the COIL project. This case study will highlight how our COIL project operated in the different modalities of asynchronous and synchronous, fully online, and in-person formats, and the implications for what virtual exchange may look like in a post-pandemic world. We will discuss and dissect how we delivered two versions of the same COIL project; one when both faculty members were teaching their respective students online, and the following semester when campuses returned to in- person teaching formats. In particular, we will focus on how we, as faculty, dealt with the changing circumstances, and compare that to the responses and feedback of our students, who had somewhat differing opinions as to what worked and what needed improvement.

# From Means to Meanings: Transforming Language Learning with Participatory Design of International Virtual Exchange

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**Abstract Summary:**

Virtual exchange (VE), by definition, is a means "to help (participants) gain global competencies, among other knowledge, skills, and abilities". What if we push it further to make it not only the means but also the meanings for taking a course? What if we make exchanging with their international partners verbally and textually, with cultural sensitivity and understanding, the reason for learning? Because when virtual exchange becomes the goal for language learning, it enables students to decide what they want to learn – making them the stakeholders of a participatory design process. This study examines the impact of VE-driven participatory design on transforming language learning from syntax acquisition to meaningful communication. By analyzing curriculum and student feedback data collected in four years from ten Chinese language courses at DePaul University where participants were virtually connected with students from Tianjin Normal University, the study examines the correlation between the level of VE integration aligned with participatory design and its helpfulness in language and cultural competency development. By comparing students' feedback and virtual exchange patterns from the ten courses with VE integration ranging from 15% when VE is used as one assignment to 80% when textbook is replaced by VE, the study demonstrated a transformative impact of VE on language learning when it served beyond a means for practicing language with native speakers. When the course is innovatively designed through a participatory process, it gave learning a purpose, boosted learning outcomes, and cultivated a long-lasting relationship between students of the two countries beyond the classes. The study also analyzes the impact of VE-driven participatory design for different course modalities – face-to-face, hybrid, or online. The finding indicated an even stronger impact of VE-driven participatory design when courses were offered fully online.

# COILRES: Aprendiendo a restaurar ecosistemas forestales tras un incendio

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**Abstract Summary:**

Utilizando la metodología COIL se ha abordado el estudio de un caso PRÁCTICO de restauración ecológica en la cuenca mediterránea tras un incendio. El COIL se llevó a cabo entre estudiantes del grado en Ingeniería Forestal de la Universidad de Reggio Calabria (Italia) y los del grado en Ingeniería Forestal y del Medio Natural de la Universidad de Castilla-La Mancha (España), utilizando el inglés como lengua vehicular. Todos los estudiantes tenían conocimientos previos sobre Hidrología forestal y gestión de ecosistemas forestales. Durante la primera sesión del COIL, los profesores involucrados expusieron cuestiones teóricas relativas al cambio climático, abandono rural y políticas de gestión forestal. Una vez realizadas las exposiciones teóricas por parte del profesorado involucrado, los estudiantes se presentaron y crearon equipos de trabajo mixtos entre estudiantes de ambas universidades. En la confección de los grupos de trabajo se buscó la paridad y la representación de ambas instituciones por igual. En la segunda jornada del COIL, los grupos de trabajo creados en la jornada anterior abordaron el estudio de un caso práctico. Los estudiantes seleccionaron un incendio forestal en la provincia de Albacete (Incendio de la Sierra de los Donceles de 2012) en el que se habían realizado actividades para el control de la erosión y ayuda a la regeneración natural. En conjunto, se estudiaron los pros y contras del caso de estudio. Las herramientas utilizadas para desarrollar este COIL fueron la plataforma Teams y grupos de WhatsApp. La valoración de la participación en esta iniciativa fue muy positiva por parte de todos los estudiantes ya que les permitió conocer cuestiones teóricas con un enfoque diferente e interaccionar con compañeros de otro país europeo. Tanto es así, que varios estudiantes tienen pensado seleccionar las universidades implicadas en el COIL para su intercambio erasmus del año que viene.

# Course-Integrated Virtual Exchange: Insights into the Practice of the "Bologna-Munich" Tandem

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**Abstract Summary:**

What are the criteria for the success of a virtual exchange project? What elements are important for a project to become a long-term collaboration? How can institutional barriers be overcome and transformed into new opportunities? This practical report focuses on these questions by describing the "Bologna–München" Tandem, a collaboration between the Ludwig-Maximilians-University in Munich and the University of Bologna, which began in 2011. The project combines virtual exchange with actual trips (before the pandemic) in order to promote a language and cultural exchange as well as to contribute to Internationalisation at Home. The first part of the paper shows how the virtual exchange project was implemented in regular language classes and how it developed over time. Due to differences in the academic calendar, flexible solutions had to been found for the second semester until the decision, in 2019, to split up: The students in Bologna do a face-to-face exchange with German speaking Erasmus students whereas the students in Munich do an online exchange with German learners from Linguedo. The second part of the paper focuses on the exchange with Linguedo, a German start-up, which offers German courses for Italian hospital staff and prepares the participants for a job in the German-speaking countries. This exchange puts together students studying Italian in Munich and German learners in Italy who have completed vocational training. One of the founders of Linguedo is an ex-student from Bologna who participated in the tandem acitivities. On the basis of the experiences in Bologna and Munich, this paper sets out to identify specific factors of success which have kept running the project for more than eleven years: human factors, factors linked to the planning and implementation of the project as well as factors given by the institutional frameworks.

# Interactional Competence in a German-Israeli Virtual Exchange: Analyzing Video Data of Online Student Team Meetings

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**Abstract Summary:**

This presentation will report on the findings of a cross-sectional qualitative study with special focus on Second Language Interactional Competence (L2 IC) during video conferencing. This doctoral project is built on the existing teaching and research concept 'Extended Telecollaboration Practice' (ETP, see www.telecollaboration.eu) which was developed over the last seven years. The ETP-project focuses on collaborative Project Based Learning Tasks (PBLT) in which students discuss, compare and evaluate EFL-teaching in telecollaborative groups of four to six students with English as Lingua Franca. The aim of this international project is to provide future EFL teachers with a repertoire of telecollaborative and mobile technologies as well as pedagogical tasks that can be implemented in their own classrooms. Data of our research comprises guided student reflections, interviews, pre- and post-surveys as well as recordings and detailed transcriptions of videoconferences. Drawing on these video data, Conversation Analysis is applied to investigate the first thirty minutes of ten initial online group sessions which are extracted from a total corpus of 229 recorded snychronous student group meetings of approximately 157 hours. L2 discourse during these very first virtual encounters among group members is explored considering the features of online L2 IC, such as turn-taking, repair and multilingual resources. To evaluate student interaction in online video team sessions, not only participants' utterances but also multimodal resources such as facial expressions, gestures, and eye movements are considered. Furthermore, epistemic phenomena, for instance in the form of shared internal contexts (cf. Kramsch, 1986), are taken into account. Our findings have shown that, in order to gain common ground, students adopt stereotypical strategies which are unique to remote online interaction. This presentation will illustrate these resources along our video data and discuss how specific online features of L2 IC differ from face-to-face interaction.

# A Learning Journey - Shaping collaboratively a joint strategy to promote Virtual Mobility and Exchanges for the EDUC Alliance and COIL.UP

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**Abstract Summary:**

Collaboration, dialogue and exchange with peers from different backgrounds and cultures, international learning outcomes and objectives, glocal perspectives leading to an international and interinstitutional common strategy … COIL/Virtual Exchanges' characteristics can be applied to or made fruitful for institutional learning and development processes. Especially where different HEIs pursue common (global) goals but must consider local circumstances. The University of Potsdam is the leading partner of "European Digital UniverCity (EDUC)", one of 41 EU pilot university alliances. With partners in seven European countries, EDUC aims to create an integrated European university where learners, educators and researchers collaborate across institutional, cultural, disciplinary and geographical boundaries. For promotion of VE beyond the borders of EDUC, COIL.UP has been established as a dedicated work-unit at the Teaching and Learning Center since November 2020. We would like to share our learning-journey with IVEC participants on how we developed a common strategy which fills the gaps between those local peculiarities to achieve the common goal of integrating sustainable virtual mobility and exchange learning offers in context of EDUC and at the same time creating a scalable general framework for COIL.UP. The strategy's foundation is the Network-learning Communities of Practices which work not only local but at global level, mainly creating meaningful learning environments through peer sharing and self-determined learning activities. Those communities aim to reflect and discuss as well as develop common outcomes based on a future-proof EDUCation vision, where professional development of university teaching staff, support services and especially the exchange between all stakeholders in networks is a permanent routine. Our partnership with the local state-funded think tank "Hochschulforum Digitalisierung" as well as the "EDUC Teacher Academy" and couple of more self-developed instruments will be presented as practice examples which might inspire the audience facing currently similar challenges.

# Madrid-Surrey Virtual Exchange: A collaborative online international learning (COIL) program in Biochemistry and Pharmacology

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**Abstract Summary:**

Collaborative Online International Learning (COIL) is a teaching and learning approach where students and academics from different countries collaborate through the use of the internet. This gives students the opportunity to meet peers and academics from other backgrounds and enhance transferrable skills by working together on a project. Here, we describe a COIL program that took place in the Spring of 2021, between the University of Surrey and University CEU San Pablo in Madrid. Groups of 4 students from Surrey and Madrid (2 from each institution) teamed up under the supervision of an academic from either institution to research the biochemical basis of a human disease and its pharmacological treatment, with the goal of preparing a 10-minute presentation. They presented their findings at an online international conference to an audience of their peers. Prior to starting the project, an online icebreaker session allowed students to get to know their teammates, and they connected via videoconferencing and filesharing software. This activity allowed the students to address a theme (a specific disease) with a transversal approach through international interdisciplinary teams. It involved the participation of 19 professors, and 60 students from 2 Universities in 2 different countries, enrolled in 6 subjects from 3 different years and in 4 different bachelor's degrees. In a satisfaction survey most students felt this was a very valuable experience since more than 89% of the students indicated that it had increased their interest in Biochemistry and Pharmacology, their communication and teamwork abilities and their motivation towards international mobility. In addition, 96% of the students would recommend this activity to other classmates. Therefore, we can conclude that this was a great opportunity to develop new links both academically and culturally.

# A case of Collaborative Online International Learning (COIL) between students of Health Science Careers from Spain and Mexico.

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**Abstract Summary:**

There is urgent need to implement new strategies to ensure that undergraduate students of health science careers acquire both intercultural communication and digital competences, vital to their employability in a globalized world. The current pandemic situation has made even more evident the key role that these competences play in their education. Collaborative Online International Learning (COIL) is a new teaching and learning methodology that that promotes the development of intercultural competence. It represents a sustainable, cost-effective online pedagogy that provides opportunities for global learning and engagement to all students (Rubin, 2017). The main objective of this study was to promote the acquisition of transversal intercultural and digital skills in pharmacy students of UCH-CEU University in Spain by means of a COIL project embedded in the curriculum. We developed a four-week collaborative project with students from University of Monterrey (UDEM) in Mexico aimed at finding strategies for the prevention of Diabetes Mellitus (DM), a global health challenge. Working in cross-cultural teams and using online tools, students accomplished different activities designed to foster cultural exchange, critical thinking, and student creativity. The results of a survey conducted to determine the satisfaction of the students showed a high degree of satisfaction with the project. In summary, the implementation of the COIL project contributed to increasing the motivation and involvement of students in the learning process and improved their intercultural and digital competence. Rubin, J. (2017). Embedding collaborative online international learning (coil) at higher education institutions: An evolutionary overview with exemplars. Internationalisation of Higher Education, 2, 27-44

# CEU Gobal Classroom, obstacles and solutions

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**Abstract Summary:**

This poster aims to share COIL management good practices from the perspective of non-teaching staff as COIL coodinators at CEU San Pablo University. One of the strategic lines of CEU San Pablo foundation through its three universities CEU San Pablo in Madrid, CEU Abad Oliva in Barcelona and CEU Cardenal Herrera in Valencia is internationalization. This Internationalization has had a strong impact on the recruitment of international students, as well as on the development of exchanges with different universities around the world since 2019 with the aim of developing internationalization at home through the creation of CEU Global Classroom and the implementation of COIL projects in the three CEU Universities. During the year 2020, when the world was facing Covid-19 pandemic, COIL projects became an important tool for internationalization at CEU that has continued growing during the academic years 2020/2021 and 2021/2022. This work shares some strategies and good practices for COIL implementation at HEIs, focusing on the main constraints faced by this team as well as relevant data regarding CEU San Pablo's evolution.

# Creating a Campus Culture for Innovation with VE/COIL Programs

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**Abstract Summary:**

This bilingual (Spanish/English) session will introduce a variety of higher education institutions that are working to evolve their organizational culture to better support pedagogical innovations like VE/COIL. Organizational culture specifies the complex set of ideologies, beliefs, attitudes, and values which have an impact on the potential source of innovation (Poskiene, 2006). Recognizing that each institution has its own unique culture for developing strategic goals, collaboration structures, and decision-making hierarchy, this session will provide case study examples of how these higher education institutions were able to: -Identify key stakeholders to support the creation of their VE/COIL programs -Create low-cost opportunities for VE/COIL professional development training for staff and faculty - Foster a community of practice from faculty and staff for scaling and sustaining VE/COIL programs -Improve communication and dissemination of information about VE/COIL to staff, faculty, and students -Integrate new structures for VE/COIL program management.

# Gamifying the learning of Brand Management

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**Abstract Summary:**

The main objective of this project is to design, implement and test an innovative gamified tool for teaching Brand Management through experience. Game thinking and tools will be applied to solve real-life problem in brand strategic development by combining interdisciplinary expertise and experience, This real-life context is more connected with the market the students will face in their careers. We are developing materials for an innovative and fully interactive training program in the field of international brand management, including: an a very pragmatic-book in the sense of useful and practical, containing innovative materials and teaching tools, as well as ready-made procedures for their implementation; textbooks, both for students and lecturers; a gamified Internet platform in the form of an interactive simulation that will allow access to the developed materials. The internet platform is designed to develop an intensive program where students are involved in an interactive simulation game through 6 stages Combining the learning experience with the development of multicultural and under pressure team working: ■ Introduction ■ Targeting ■ Brand positioning ■ Brand equity ■ Brand communications ■ Brand loyalty ■ And internationalization The project's beneficiaries: students, as it will enable them to learn in a fun and interactive way and the knowledge and skills acquired during the course will increase their employability. Lecturers, who will be able to implement ready-made solutions in their lessons related to Brand Management, also benefit. Lastly, organizations interested in hiring experts in International Brand Management can as well benefit from this course. All those targets share the demand of motivation for developing their work/learning actions, being the tool this project aims to get, the perfect solution. The BrandY project is co-funded by the Erasmus + Strategic Partnership Programme of the European Union and involves 10 participating universities.

# Impact of VE during COVID-19 pandemic

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**Abstract Summary:**

The VE courses before 2020 had innovation in the online collaboration among different cultures, but with the global COVID-19 pandemic almost all the schools worldwide had to go online both synchronously and asynchronously, so the question remaining is where are the VE benefits when all the education worldwide is online? During pandemic we gather data about insights of the students, having a VE course in quarantine. In November 2021 60.9 % of the students claimed that VE class was different from a regular online class, while in February 2021 35.3% agreed it was different, as you can see the perception changed from students at the beginning of the pandemic to students that have been dealing with online classes for a longer time. 52.2 % students in November claimed that they developed more communications skills, in VE than in regular classes, that percentage was higher than the one in February that was 32.4% In both periods around 52% of students recognized the importance of cross-cultural communication in their academic lives. Monserrat, coursed COIL during the pandemic and she claims the following: "It gave me the opportunity to meet and work with new people and above all to broaden my cultural vision of collaborative work with people who think and see things very differently from your perspective" and about the things that the VE gave to her she says: " It brought a different perspective on life, a new way of working and, above all, communicating with people who were thousands of kilometers away and who did not even speak the same language as me.", the thing that she learned the most was "Remote work, tolerance and above all work as a team and try to maintain fluid communication. VE was recognized to be innovative by students during the quarantine.

# Utilizing Virtual Exchange to Research and Compare the Sustainable Development Goals (SDGs) in Kazakhstan  and the United States

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**Abstract Summary:**

The purpose of this oral presentation paper session is to describe and report on the practice of a COIL project among students (n=15) in Kazakhstan and the United States. We describe how we planned, organized, and implemented the COIL project with the students. Additionally, we showcase examples of the comparative research posters the students created and shared at the universities' research conferences. The students' collaborative research project examined the following research questions: (1) What are the features of your selected Sustainable Development Goal(s)? (2) What are the similarities and differences between Kazakhstan and the United States related to aspects of your selected Sustainable Development Goals? and (3) What are 2 ways to make progress towards meeting SDG # by the 2030 goal year? Our presentation will include the voices of our students sharing more about their research topics as well as their experiences in this research oriented COIL project. Students will share the development of their comparative research posters. Some example research poster title include: "Investigating and Comparing SDG #2: Zero Hunger in Kazakhstan and the United States", "Un-COILing Aspects of SDG #6: Clean Water in Kazakhstan and the United States." and "SDG #7: Affordable and Clean Energy for All". The presentation will conclude with a discussion of the affordances and constraints of conducting a comparative research oriented COIL project. The presentation will include reflections from students who will share their thoughts related to the following project outcomes: (1) the opportunity to collaborate and conduct comparative research related to the Sustainable Development Goal(s); (2) the development of leadership and intercultural communication skills as they presented their research at the affiliated universities' research conferences; and (3) the virtual space to engage in an international exchange that fostered deeper relationships to develop greater awareness and advocacy for the SDGs.

# Virtual International Collaboration: Providing training and support for a nation-wide VE initiative in the Netherlands

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**Abstract Summary:**

Integrating Virtual Exchange (VE) in Higher Education (HE) has become increasingly strategic to promote internationalisation-at-home and enhance educational innovation. Governmental support is of utmost relevance to this end. The Dutch Ministry of Education, Culture and Science has recently launched a four-year action plan to promote VE in HE, providing grants to develop or enhance VE projects and a national training and support scheme for educators and support staff in Dutch HEIs. This session, held by partners in the consortium involved in the Dutch scheme, will outline the programme, framing it in the national and international context of Dutch HEIs. Despite being highly internationalised and supported by internationalisation-at-home and intercultural competence initiatives, Dutch HEIs have not implemented VE on a large scale yet, with the exception of specific schools and institutions. Drawing on the needs analysis conducted among HE educators, international officers and further support staff, the components of the training and support programme will be presented. The training is provided at different levels and for different target groups, focussing either on facilitated dialogue or the development of class-to-class VE projects. Advice and support are offered in various formats (monthly walk-in sessions, consultation sessions with policy makers and management, and an online VE community supported by an online helpdesk and FAQ system). Experiences and insights, after the first months of running the scheme, will be presented, and findings discussed with the audience. Besides Dutch colleagues planning VE projects but lacking funding, training or support, the session targets educators, international officers or other stakeholders interested in VE projects with Dutch HEIs. It is also relevant to organisations and policy-makers considering to adopt similar training and support programmes for VE, to encourage VE integration in HEIs, as a useful component of the educational offer.

# A qualitative analysis of the the affordances of immersive technologies in virtual exchange

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**Abstract Summary:**

Recently, there has been a growing interest in the use of virtual reality in different educational and social contexts. The drive to use VR mainly emerges from the fact that VR gives the opportunity to experience those situations that cannot be accessed physically due to time and space constraints (Freina & Ott, 2015). In education, in particular, researchers have highlighted positive effects of immersive technologies on performance and engagement, motivation and knowledge retention as well as culture learning and engagement. In language learning, the aspects of authenticity and sense of presence have been emphasized as key areas that can be benefited by the use of immersive technologies. With this in mind, virtual exchange initiatives, which have been implemented in numerous language learning contexts, have started to explore the potential of using immersive technologies in such interventions. However, the relevant body of literature reporting on learning gains in immersive telecollaboration still remains very limited. The present study aims at addressing this gap in the literature through a qualitative analysis of the affordances of immersive technologies in virtual exchange. The paper reports on the YES3D virtual exchange project which was implemented between two geographically distributed universities, involving 42 ESP higher education learners studying business-related degrees. The project aimed at creating immersive experiences in the learners' synchronous interactions while facilitating the collaborative creation of discipline-specific digital artifacts and langua-culture learning.

Through the analysis of learners' initial, interim and final reflections, the study aimed at mapping the affordances of 3D applications in virtual exchange interventions. Emerging themes include the elements of increased social presence, fun, enhanced motivation, and optimized communication, but also practical difficulties pertaining to scheduling and access to the equipment.

# Springing towards a sustainable future with COIL

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**Abstract Summary:**

Collaborative Online International Learning (COIL)/International Virtual Exchange practices have much to offer in global Higher Education practice. In addition to fostering international communication and empathy across cultural divides, these innovative projects can also help students learn together about issues that affect us all and what might be done at various scales (international, national, & local) to address these concerns. By placing a focus on international dialogue and communication regarding challenging societal issues, COIL practice can enable a safe Thirdspace in which plural ideas and concepts can be shared and understood wherever a student happens to be in the World. However, such ambitious topics and pedagogies are not without challenges: issues of technology, language, inequality, and historical legacy may intersect in complex ways to raise potential barriers to effective learning. Furthermore, COIL projects are not guaranteed conduits for substantiated internationalisation. Without purposeful integration of activities that aim to promote intercultural competence the impact of COIL in our broader societies is out of reach. In this session, educators involved in the iKUDU project reflect on what we know and have recently learned about how COIL/VE can be deployed in learning for societal change - through research and practice - and discuss how educators might further develop practice to unlock the full potential of COIL/VE to support 'big issue' thinking and support HE's efforts to contribute to societal moves towards a sustainable future. The session will be presented through a panel discussion format. With the use of guided questions, the panel will address COIL and its use for intercultural competence and societal sustainability.

# Home Grown: Starting a COIL Program with a Faculty Learning Community at Texas State University

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**Abstract Summary:**

Are you interested in growing a COIL program from scratch at your university? Dr. Laura Ellis-Lai (the faculty member who wanted to coordinate COIL programming at Texas State University) and Ms. Rosario Davis (the Assistant Vice President and Director of International Affairs at Texas State University) explain how they started a COIL garden at their university through a Faculty Development workshop on COIL and a small COIL Faculty Learning Community (FLC). The FLC gathered together our COIL workshop attendees from different disciplines who were interested in learning how to COIL and prepare for partnerships with international teaching partners. We will share our strategies so that you can plan your own university COIL garden, by seeking seed funding, enriching your institutional ground with trainings and other instructional resources, and attracting faculty who can cross-pollinate in a supportive, innovative community!

# Being lexible during a VE course

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**Abstract Summary:**

One of the most difficult challenges that a Virtual Exchange course has is that not always you can follow step by step, point by point, your syllabus. Many unimaginable scenarios can happen in a 6–8-week course. The only way to be prepared for that is to think the unimaginable and be ready for it. In this totally on-site workshop participants will be presented with real VE exchange scenarios that have happened and during the implementation of various VE courses between Universidad La Salle and SUNY Community Colleges, since 2015. Participants will be requested to propose a solution to the problem that has been presented. The presenter will hear all possible solutions, and at the end will share what was done at the time. The SLO of the workshop, is that participants will learn to be flexible and think various scenarios when the implementation of the syllabus cannot happen at 100%.

# The real impact of virtual exchange on high school students' global competence development

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**Abstract Summary:**

Limited research exists on the efficacy of virtual exchange in the development of global competence in K-12. Our study analyses the development of global competence among 14-17 yr old participants in the Global You Adventurer (GYA) Program. GYA is a 5-week peer-learning based VE program hosted by AFS, which incorporates 20 modules and live facilitated sessions. The study cohort comprised 113 participants and 27 comparison participants from 35 countries. To investigate, we administered the Kozai Intercultural Effectiveness Scale survey and Stevens Initiative Common Survey Items (pre- and post-program), conducting a thematic analysis of participants' comments and observing live sessions. Results from the logistic regression analysis indicate that participation in GYA did have a statistically significant effect on the development of 14-17 year olds' global competence in an overall measure, and specifically in the dimensions of positive regard, which relates to suspending judgment, and relationship development. Relationship development was on the cusp of statistical significance, a surprising result for a short-term virtual exchange where over half of the total hours are dedicated to asynchronous study. The qualitative analysis shed further light on these findings by demonstrating how the emphasis on suspending judgment during the program contributed to the development of positive regard. We observe how participants' relationship development was impacted by the program structure and content, and how students developed intercultural friendships. We conclude that short-term course based virtual exchange programs can have a meaningful impact on youth global competence development, offering useful insights into an understudied area in virtual exchange research. This session will recognize the importance of reforming interculturalism by including virtual exchange for K-12 participants, value the reshaping of global competence development and challenge practitioners to envision their own implementation of research-backed virtual exchange practices within their programs.

# Refugee Health & Education: Problem-Based Learning in Virtual Exchange

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**Abstract Summary:**

Refugees from Syria now constitute more than a sixth of the population of Lebanon, a small country that does not have the necessary resources to cope with such a massive humanitarian crisis on its own. Effective response to this crisis requires productive collaboration among countries across the globe. In such cases, aid agencies headquartered in distant high-income countries and local affected areas aspire to work collaboratively, leveraging global and local expertise and resources in the design, development, and evaluation of response efforts (Anderson et al., 2012; Booth & Unsworth, 2014; Wall & Hedlund, 2016). In application, however, these collaborative practices are not always well understood or implemented (Gizelis & Kosek, 2005; Melby et al., 2016; Roepstorff, 2020; Schuller, 2016; Zanotti, 2010). To teach them, researchers at Stanford University, Emory University, and the Modern University for Business and Science in Beirut, Lebanon, are developing a Virtual Exchange in Global Health and Refugee Health & Education Project to help students in the U.S. and Lebanon work collaboratively to analyze problems affecting refugees, and propose innovative solutions. Drawing from Computer Supported Collaborative Learning (CSCL), which focuses on design of digital learning environments to support students in the construction of shared meaning (Dillenbourg et al., 2009; Lipponen, 2002; Stahl et al., 2006), our research team studies how Virtual Exchange and Problem-Based Learning bring students from diverse backgrounds together to leverage their experience. Our team has shown how technology can foster overseas collaboration that is socially responsible and professionally productive (Bowen et al., 2021). We are currently investigating how the design of these digital learning environments guide discovery, foster understanding, and contribute to development of problem-solving strategies, while helping students develop a sense of empathy with refugees, a sense of urgency toward the problem, and a sense of interdependence with each other.

# Sharing Good Practice in Multilingual and Intercultural Virtual Learning Spaces: Insights from a Virtual Summer School

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**Abstract Summary:**

This presentation discusses a virtual exchange in partnership between the School of Education, Communication and Language Sciences, Newcastle University (UK) and the School of Education, University of Nicosia (Cyprus). The two-week virtual Summer School 'Sharing Good Practice in Multilingual and Intercultural Virtual Learning Spaces' (July 2021) brought together 40 PGR and PGT students who collaborated to produce ten video-case studies based on their experiences as educators. Our aim is to share key learning points from the Summer School which could be used for the implementation of virtual summer schools in other institutions. We share our experiences as staff-organizer, student-organizer and student-participant and share insights from the process of planning for, engaging with and evaluating the Summer School with focus on the development of 'good practice' in virtual exchange. Our paper draws on quantitative and qualitative data, i.e. a pre and post summer school survey, a qualitative evaluation questionnaire and our own collaborative report. The results of the survey indicate that summer school represented a useful space for participants to delve into the two key concepts of interculturality and multilingualism. Evaluation of skill development also appeared highly positive: 86.95% of the respondents agreed that they gained immensely valuable opportunities to develop transversal working skills. Perhaps more importantly, qualitative evidence shows that the group projects supported participants to develop a richer understanding of interculturality. Overall, the Summer School created a meaningful learning space without any boundaries, thereby encouraging the participants to engage negotiate intercural encounters and to value their identities as multilinguals. The paper offers an exploration of virtual exchange in the context of European Higher Education and it argues how a multilingual and intercultural orientation and a focus on staff and student collaboration can support participation and learning and enhance internationalisation of European HEIs.

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