Abstract Book

IVEC 2023 São Paulo
Oct 30 - Nov 1

HOSTED BY

FAUBAI
BRAZILIAN ASSOCIATION FOR INTERNATIONAL EDUCATION

unesp

Table of Contents

10. - Affordances and Challenges of A Virtual Collaborative Podcasting Project by U.S and Brazilian Students

Luciani Ester Tenani ˙, Ming Fang

11. - Allying research and practice at the Hague university of Applied Sciences. Integrating internationalization at home principles at one of the leading universities in COIL in Europe.

Reinout Klamer ˙, Jos Beelen

12. - An analysis on using game simulations in intercultural learning

Eduardo Liberado ˙, Kelly Tzoumis

13. - Analysing the Impact of Virtual Exchange on Teachers' Professional Development: The Case Study of GPE Program

Jihane Benmassoud ˙, Karima Khalil

14. - Aprendizaje global a través de una aplicación lúdica basada en programación virtual

Ramona Fuentes Valdéz ˙, José León-León , Pedro Nájera-García , María Luisa Mendoza-Martínez

15. - AS VOZES DO SUL NO TELETANDEM: EM BUSCA DE UMA EXPERIÊNCIA INTERCULTURAL E DECOLONIAL NA FORMAÇÃO DE PROFESSORES DE ESPANHOL

Rickison Cristiano De Araújo Silva ˙, Fábio Marques De Souza

16. - Assessment of International Virtual Exchange with Engineering Students from the US and Palestine: Educational Needs and Learning Opportunities in a Conflict Zone

Alia Gilbrecht , Khaled Al-Sahili , Karen Bunch , Shilpa Girish , Abdelhaleem Khader , Fabricio Leiva , Brad Putman ˙

17. - Bringing Diversity, Equity and Inclusion into Strategy and Policy: COIL'ing at a Community College

Olga Aksakalova ˙

18. - Building Equity and Inclusion in Virtual Exchange: Learnings from the DEIA Supplements

Andie Shafer ˙, Nadia Mavrakis , Avi Goldstein , Gillian Dutton

19. - Cocinando un futuro sostenible: De recetas tradicionales a productos innovadores, una colaboración para la conciencia ambiental

Rebeca Elizabeth Alvarado Ramírez ˙, Ignasi Rodriguez-Roda Layret

20. - COIL as a form of community engagement

Natalia Dyba ˙, Cindy Schaarschmidt , Sally Mudiamu

21. - COIL as a pedagogical tool to enhance African scholarship: The case of a University of Technology in South Africa

Benita Bobo ˙

22. - COIL en la enseñanza y el aprendizaje de idiomas extranjeros y segundas lenguas

Gabriel Cabezas ˙, Lilian Velasquez

23. - COIL STAFF: Fortalecimiento de capacidades para enfrentar retos comunes en CEU-UCH y UCM desde roles administrativos y de servicios

Sandra Julieth Valencia Escobar ˙, Mercedes Gimeno

24. - COIL/VE for Global Engagement: Developing a Comprehensive Strategy and Policy for Virtual Exchange around the World

Natasha Mrkic-Subotic ˙, Della Burke

25. - Colaboración Vertical México-Chile: fortaleciendo las competencias de los futuros ingenieros para la Industria 4.0 al proponer soluciones sostenibles para la contaminación del aire

Oscar Loyola , Claudia Camacho-Zuñiga ˙

26. - Collaborative Online International Learning in Engineering Education: A Case Study for Disaster Relief and Resilience in Puerto Rico

Daniela Markazi ˙, Luis Rodriguez , Dawn Owens , Bibi Al-Ebrahim , Michael Fernández Frey

27. - Collective Intelligence, Transmedia Literacy, and Human Rights: User-Centered Collaborative Methods to Promote Diversity, Equity, and Inclusion in VE Environments

José Luis Jiménez ˙, Mònica Puntí-Brun

28. - Combatting Digital Colonialism through Virtual Intercultural Collaboration across Socioeconomic Borders

Christelle Daceus .

29. - Community, College, & Careers: Youth Seeking Connections

Katherine Hanson .

30. - Creative Global Learning at SHU: Focus on students' engagement

Anna Maria DiBetta ., Peter Mella , Bee Gan

31. - Critical Hope and Reshaping VE in Higher Education

Abigail Bryant ., Daniela Garcia , Hope Windle , Vitor Ierusalimschy , Priscilla Hoelz Pacheco , Jerrell Robinson

32. - Critical Literacy, Math Literacy, and Language Learning with Universidad CEU Cardenal Herrera and SUNY Brockport: A Multidisciplinary Graduate and Undergraduate COIL Framework for International Learning in Teacher Education

Maria Calvo Barrachina ., Kathleen Colantonio-Yurko , Janka Szilagyi

33. - Cross-Cultural Alignment Model: Assessing the Impact of COIL on Nursing students

Lisa Woodley ., Beth Cosgrove , Maiara Rodrigues Dos Santos , Sharmila Udyavar

34. - Cross-cultural virtual exchange experience between Mexico & Poland. Lessons, strategies, and challenges of the virtual realm

Francisco Alberto Núñez-Tapia ., Anna Kwaśniewska

35. - Cross-national peer-to-peer mentoring as a means of developing cultural literacy in teacher education

Alex Masardo .

36. - Design Thinking, Social Entrepreneurship, and Cross Cultural Dialogue: case study of a Trinational virtual exchange

Nadia Cheikhrouhou ., Alia Gilbrecht , Islem Megdiche , Tracey Carbonetto , Mahmoud Assad

37. - Designing a Virtual Exchange: On the Connection of Settings, Goals and Tasks in VE-Projects

Almut Ketzer-Nöltge ., Fabian Krengel

38. - Designing High Impact Virtual Exchange Practice at a Minority Serving University

Carrie Eunyoung Hong , Keumjae Park ·

39. - Developing international business skills and evaluating the advantages of an international placement and learning experience in a virtual environment

Alison Pople ·

40. - Dificuldades e Estratégias para o Teletandem no IFSP Ilha Solteira

Cíntia Sanches ·

41. - Digital Internationalisation in Higher Education: The Main Take-Aways from DAADs Three Digital Funding Programs

Ann-Kristin Matthé ·, Tharane Thananchayen

42. - El impacto de la actividad Icebreaker en el rendimiento académico de los estudiantes en una experiencia de colaboración internacional.

Maritza Peña Becerril ·, Viviana Guerrero

43. - Engagement through partnership: An interactive & international digital learning experience – A case study of a COIL between UK, Germany and South Korea

Sathees Kunjuthamby ·, Isabel Lausberg

44. - Engaging the 'borders' of Globally-connected pedagogical spaces: A case study of the Global Classroom for Democracy Innovation (GCDI)

Matthew Wingfield ·, Marco Adamovic , Jesi Carson , Bettina Von Lieres , Mukisa Mujulizi

45. - Examining Equity and Inclusion Challenges for International Virtual Exchange

Margaret Workman ·, Isidore Udoh , Divinia Jithoo , Pauline Essoka , Raphael Offiong , Christie Klimas , Odair Almeida , Harshita Tripathi , Daniel Otieno

46. - Exploring Emerging Technologies Globally: an Opportunity for Inclusive and Collaborative Learning

Virgílio Almeida ·

47. - Exploring the impact of virtual exchange on intercultural competence development among college students

Lorette Pellettiere-Calix ˙, Linda Jones , Sandra Winn , Melissa Rosario , Luis Camacho , Elsa Moquete

48. - Exploring the Social Justice Dimension of Innovative Collaborative International Learning (COIL) Courses Between Global Partner Institutions Through a World Café Methodology

Karen Collett ˙, Alina Slapac

49. - Faculty Awareness, Perceptions, and attitude toward Virtual exchanges: A Case Study

Vishakha Maskey ˙

50. - Filling two needs with one COIL: US-Japan interdisciplinary collaboration

Tomoe Nishio ˙

51. - From Virtual Exchange to Critical Virtual Exchange

Mirjam Hauck ˙, Ana Cristina Biondo Salomão , Müge Satar

52. - GARD 2023 Forum: Innovation Challenge and a case study on online/hybrid mentorships

Leticia Cherchiglia ˙

53. - Global Borders and Belonging: An Arts in Health COIL program between Brazil, the US, and the Netherlands.

JEFFREY PUFAHL ˙, Paula Hokama , Denise Zornoff

54. - Global Citizenship for Educators: Navigating Glolocal diversities through Virtual Exchange

Daniel Otieno ˙, Tanja Sargent , Mary Curran

55. - Global Virtual Exchange: Faculty Development, Student Access, and Sustainable Partnerships

Lena Suk ˙

56. - Global Youth Advancement Network: commitment to advancing virtual exchange through the lens of the United Nations' Sustainable Development Goals

Leticia Cherchiglia ˙

57. - Going Beyond English as the Business Lingua Franca: Experiential Learning and Multilingualism in a Franco-American COIL Project

Antoinette Tessmer ·, Adam Wilson

58. - Growing and sustaining VE: A European research university's learning journey towards larger scale implementation

Sake Jager , Juan Alba Duran ·, Gerdientje Oggel

59. - GSL Classroom and the Chamber of Secrets: The Journey throughout Institutionalization of COIL Initiatives

Ricardo Lyle Bañuelos ·, Monserrat Balandrano , Gisselle Morales

60. - Happiness and Joie: A Mixed Methods Study of Intercultural Communication and Student Well-Being in Virtual Exchange

Tammy Divens ·, Laura Cruz , Jessica Divens

61. - HIP to COIL - Creating a common language across campus culture with COIL at its center will enable faculty, staff and administrators to align their DEI Strategic Plan through the use of High-Impact Practices.

Lisa Luengo ·, Erin Fernandez Mommer

62. - How funding models affect virtual exchange outcomes: A consultatively managed COIL Initiative, funded by the Honduras US Embassy 2020-2023

Jon Rubin ·, Daysi Paola Rueda Cordones , Jorge Ernesto Matamoros Canales , Brian Straight

63. - Implementando el Global Shared Learning: Classroom, uso de herramientas digitales y técnicas didácticas, una experiencia de clase en el Tecnológico de Monterrey.

Araceli Castelán López ·

64. - Inclusión en proyectos internacionales en línea para alumnos de Prepa UDEM y Preparatorias Politécnicas UDEM

Janeth Lopez ·

65. - Inclusive and transformative HE pedagogy through VE: research-informed case studies from the Global South and the Global North

Marina Orsini-Jones ˙, Katherine Wimpenny , Kyria Finardi , Carlos Hildeblando Junior , Alun DeWinter , Mark Dawson , Sofia Di Sarno-García

66. - Infusing COIL in theatre education and performance practice

Emmy Grace , Adam Versényi ˙, Patrick Lonergan , Kurt Taroff

67. - Iniciativas Idiomáticas para el desarrollo de Competencias Globales

BARBARA FUCHSLOCHER ˙, CATALINA BECKER

68. - Innovative Solutions for Virtual Exchanges: Exploring the Possibilities of AI

Elena Mizrahi ˙

69. - Integrating COIL and community engaged learning: The design and learning outcomes

Xinquan Jiang ˙, Patrick Sours

70. - Integrating collaborative technology in virtual classrooms: A Case Study

Shelly Morris ˙

71. - International Entrepreneurship and Virtual Exchange: Contributions of BRASIRSWIT to the development of intercultural skills

Kyria Finardi ˙, Ramon Ortiz-Rojo

72. - International Virtual Exchange Exploring Global Happiness

Tammy Divens ˙, Evgeny Osin

73. - Internationalizing the business curriculum through multiple Virtual Exchange projects: Institutional strategies to foster intercultural business communication and employability skills development

Rita Koris ˙, Ágnes Pál , Gabor Rethi

74. - Is healthcare the same all over the world? A two-step coil program

Silke Anna Theresa Weber ˙, Donna Davis , José Carlos Trindade Filho

75. - It was kind of awkward over zoom: Weighing the importance of traditional study abroad experience when building virtual exchange environments

Veronica Rodriguez Luna *, Teneisha Ellis

76. - LA COLABORACIÓN INTERNACIONAL EN LÍNEA IMPACTANDO EN LA INVESTIGACIÓN: Competencias transversales.

Angie Vanessa Briñez Valderrama *, Verónica Violant-Holz

77. - LA INCLUSIÓN DE LA CULTURA EN LOS COILS, ¿PARA QUÉ?

César Iván Cortes Valenzuela *, Gerardo Caballero Castañeda

78. - Learning Management Systems in VE-COIL: the road to failure is paved with good intentions

GianMario Besana *, Chirag Sheth , Bridget Wagner

79. - Leituras colaborativas e aprendizagem de línguas estrangeiras no projeto Literatandem

Vanessa Matiola *

80. - Let's Connect: COIL in the constructively aligned curriculum

Eveke De Louw *, Claudia Bulnes

81. - Leveraging Cross Cultural Dialogue and Collaborative Learning to Promote Interpersonal and Patient Care Competencies

Alia Gilbrecht , Maysa Abu Zant *, Melissa LaBuda

82. - Leveraging Research for Virtual Exchange Advocacy

Kyle Kastler , Christine Shiau *

83. - Making COIL Matter: Developing and Sustaining a Globally-Engaged Faculty

Jeff Coker *, Amy Sarch

84. - Meaning-making about culture and society through critical reflection and dialogical learning in multidisciplinary COIL projects

Tunde Szecsi *, Debra Giambo , Flavia Stara , Thomas Szende

85. - Measuring and comparing physical phenomena in virtual exchange classes: difficulties and solutions.

Antonio Cesar Germano Martins *, Diana Isabel Clavijo Rojas , Carlos Andrés Plazas Riaño , Germán Eduardo Dévora Isiordia

86. - Navigating COIL through crisis: Lessons learned

Guanglong Pang *, Curtis Chu , Antoinette Tessmer

87. - Online Global Engagement at a Historically Black College/University in the US

Vivian Shannon-Ramsey *, Andre Stevenson

88. - Percepción de los alumnos sobre participar en un COIL. Ejemplo práctico entre Brasil y España: Área Tecnología de Alimentos

Jackeline Karsten Kirinus *, Maria Carmen López , Sandra Fernández Pastor , Ana Guerrero Barrado

89. - PI2C: Colaboración Científica Internacional en un intercambio virtual entre Perú, Chile y Brasil

Liz Sandra Bernedo Flores *, Sara Betina Sousa Ferreira , Irvin Franco Dongo Escalante , Gustavo Primo , Juan Carlos Cebrian Amasifen , Mary Kathleen Hayes

90. - Puentes de concientización hacia la inclusión educativa internacional.

Paola Dantés *, Amelia Rivera , Bertha Díaz , Rosaura López

91. - Queer Carnival: Back In The Closet

Jon Braddy *, Lily Martinez-Evangelista , Kari Jegerstedt , Marta Ramos , Lily Martinez Evangelista

92. - Regional campuses in the lead: Institutionalizing COIL across multi-campus public systems

Dan Nolan *, Natalia Dyba , Ana Freschi

93. - Research Outcomes Comparing Virtual Exchange, Study Abroad, Diversity Courses and a Control: Inquisitiveness & Openness, Respectfulness and Self-Awareness

Jami Leibowitz *, Jon Rezek , Greg Howard , Marion Eppler

94. - Results of testing BrandY: an innovative virtual exchange game to teach Brand Management

Sabine Emad *, Francisco Suay Pérez

95. - Retos de equidad e inclusión en COIL

Carlos Ochoa *, Jessica Mendoza , Gael Fernando Garcia Lopez , Karime Gonzalez Garcia

96. - Sailing through rough seas: overcoming challenges of COIL implementation at HEIs - global and local perspectives

Katarzyna Radke *, Olga Moron , Alejandra Ortega , Katarzyna Turska , Karolina Kuśnierek , Enrique Cruz Pedraza

97. - Scaling COIL on a budget

Osvaldo Succi Junior *, Alicia Betts , Marina Vives Cabré , Eva Haug

98. - Secret sauce ingredients for creating and nurturing successful partnerships

Rositsa Leon *, Eva Haug , Stephanie Doscher , Gabriela Méndez

99. - Sensibilización sobre actitudes de LGBTfobia en estudiantes de psicología de Brasil, Ecuador y México.

Fernando Silva Teixeira Filho , Xochitl Garza *, Daniel Alfonso Oleas Rodriguez

100. - Service-Provider Virtual Exchange Practices and Perceptions: A Survey of US-Based Language Educators

Valentina Vinokurova *

101. - Sessões de visionamento como uma ferramenta para autorreflexão em contexto de intercâmbio virtual

Laura Braghini Zampieri *

102. - Shaking Up With Laughter, Breaking Down Barriers

Ady Dewey *, Atiah Abdullah Sidek

103. - Streamlining Virtual Exchange: a Strategic Framework to integrate Virtual Exchange in Higher Education

Sara Pittarello *, Ana Beaven , Marta Giralt

104. - Student perspective on impact of Collaborative Online International Learning (COIL) in a public health course

Marzell Gray *, Amy Versnik Nowak , Alli Pearson

105. - Student Perspectives from Zero Hunger Project

Younus Mirza [*], Faith Jones , Josephine Saikali , Enas Hani Qudah , Nuseibah Abdel Latif AlTalahmeh

106. - Students' experience with Brand Management as a virtual exchange game

Francisco Suay Pérez [*], Sabine Emad

107. - Synergizing Activism, Climate Movements, and Democracy through Students' Voices: Crafting Relationships between NGOs and Virtual Exchange Practices

Alejandra Doria [*], Francisco Muñoz , Andrea Guillen

108. - Teacher education in a virtual exchange between Brazil and US: Balancing student guidance and affording autonomy

Lynn Hartle [*], Luciana Calvo

109. - Teletandem: reconhecimento das desigualdades impostas pelo colonialismo com vistas à ampliação de redes de parcerias institucionais

Micheli Gomes De Souza [*], Rozana Aparecida Lopes Messias , Maisa Zakir , Michael Ferreira , Flavia Cerqueira , Ludmila Belotti Andreu Funo , Guilherme Mariano Martins Da Silva

110. - The Challenge of VE Training Everyone, Everywhere, All at Once!

Gisselle Morales , Jorge Membrillo [*], Ricardo Lyle Bañuelos , Monserrat Balandrano , Alonso Cruz , Regiane Camargo

111. - The complex relationship between (initial) anxiety and social presence in Virtual Exchange

Solange Aranha , Suzi Cavalari , Elke Nissen [*]

112. - The dream is becoming true: "língua estrangeira para todos". Histórico e desenvolvimento/desdobramentos/ampliação do Projeto Teletandem Brasil.

Solange Aranha [*], Laura Rampazzo , Diego Prado Pérez , Rosângela Dantas De Oliveira , Mônica Ferreira Mayrink OKuinghttons , Hebe Gargiulo , Florencia Miranda

113. - The Heart of Exchange: Centering institutional missions in the planning, implementation, and assessment of a COIL experience

Margaret Martin [*], Raul Avila Sosa Sanchez

114. - The impact of a virtual exchange between Business Statistics students of Ecuador and the United States

Megan Mocko ˙, Ricardo Lopez

115. - The Impact of Virtual Exchange Through Tangible Student Projects

Jennifer Crespo ˙, Nadia Aachlouj

116. - The transformative nature of 'design justice': Exploring how students become 'changemakers' through internationally-collaborative design thinking

Matthew Wingfield ˙, Jesi Carson , Marco Adamovic , Bettina Von Lieres , Mukisa Mujulizi

117. - Together, Alone in the Digital Wilds: Experiences of Intercultural Competence in Lingua Franca Virtual Exchange among EAL University Students in Canada and Jordan

Hiba Ibrahim ˙

118. - Train the Trainers: Designing COIL longevity

María José Castelazo André ˙, Della Burke

119. - Training Faculty Members for COIL: A Comparative Study of Best Practices across Institutions

Pakize Uludag ˙, Monica Kronfli

120. - Understanding Intercultural Learning Outcomes of Low-Commitment Virtual Exchange for Secondary Students

Clare Sisisky ˙, Chad Detloff

121. - Unpacking Equity and Social Justice Issues in the US and Hong Kong: Developing Transformative Collaborations through VE

Ruchi Bhatnagar ˙

122. - Urban Birds: The intersection of science, art, and local environmental education in a COIL project

Ursula Valdez ˙, Andrea De La Cruz Vergara

123. - Using Discord and Zoom to Facilitate International Intergroup Dialogue Training: A Case Study Involving the US and UK

Meganne Masko ·, Adam Rathbone

124. - Using the Community of Inquiry Framework to Build Community in IVE

Ben Robbins ·, Melanie Robbins , Jami Leibowitz

125. - Using virtual exchange to internationalize service to society projects – insights from a VE in Global Health between Brazil, the U.S., and El Salvador

Jan Krimphove ·, Lia Lira Olivier Sanders

126. - Virtual collaboration in European teacher education: A case study between Germany and France

Vasileios Symeonidis ·, Maria-Antonietta Impedovo

127. - Virtual EQUchange? The DAAD program "International Virtual Academic Collaboration" (IVAC) and its aspiration to increase equal opportunities for students and teachers in higher education

Ann-Kristin Matthé , Tharane Thananchayen ·

128. - Virtual Exchange for All: Access, Benefits and Challenges in VE Programs for Young Learners

Samantha A-Saab , Mirjam Hauck ·, Müge Satar , Liudmila Klimanova , Kwesi Ewoodzie , Loye Ashton , Jim Elwood , Nael Alami

129. - Virtual exchange in Latin America: a profile of faculty and staff participants

Carmen King Ramírez ·

130. - Virtual Exchange, Global Impact: The Future of Responsible Internationalization at HEIs

Eithne Knappitsch ·, Barbara Covarrubias Venegas , Anna Zinenko , Alfonso Diaz Segura , Daniela Elisabeth Ströckl , KEIKO IKEDA , Camilo Iván Puerto Lopez , Katja Keischnigg , Lavern Samuels

131. - Virtual Intercultural Encounters in Higher Education

Alina Schartner ·, Nathan Rousseau

132. - VIRTUAL LEARNING PLATFORM AND TRANSITION AMONG ACADEMICS IN NIGERIAN UNIVERSITIES

Alexander Dike [.], Lawrence Ezemonye , Deborah Odejimi

133. - When Worlds Collide: Keeping COIL Alive in a Material World

Chirag Sheth [.], Andrew Morris , Silke Anna Theresa Weber , Ana Checa Ros

134. - Which generic competences are most encouraged with COIL? A comparative longitudinal and cross-sectional analysis of student's perspectives in the Netherlands and Switzerland.

Reinout Klamer [.], Daniel Von Felten

135. - Your Guide to Conducting Virtual Exchange Assessment Across Multiple Classes, Projects, and Languages

Paloma Rodriguez [.], Carrie Martins , Gustavo Primo , Ana Cristina Biondo Salomão , Camila Cornejo

136. - ¿Cómo evaluar el impacto de un rompe-hielo en proyecto COIL?

Javier Guerrero , Regiane Camargo , Sandra Cruz [.]

137. - ¿Qué está ocurriendo en mis grupos de COIL? Cuéntamelo con memes

Ana Guerrero Barrado [.], Sandra Fernández Pastor , Maria Carmen López , Jackeline Karsten Kirinus

138. - ¿Qué impacto tiene la metodología COIL en los estudiantes con capacidades diferentes?

Juan Eduardo Olivares Pineda [.], César Iván Cortes Valenzuela , Gerardo Caballero Castañeda

139. - "CASE STUDY OF A BRAZIL-U.S VIRTUAL EXCHANGE TO TEACH SCIENCE FICTION NOVELS: PEDAGOGY BEST PRACTICES"

Daniela Garcia , Giséle Manganelli Fernandes [.], John Shanahan

140. - "Exit, Voice and Loyalty", from COIL perspective

Beatriz Jiménez Luengo , Ainhoa Uribe Otalora [.]

141. - "It Takes a Whole Orchestra to Play a Symphony": Indiana University's Strategies to Grow VE/COIL Offerings

Leslie Bozeman [.], Vesna Dimitrieska

142. - "Response-able Pedagogy": Connecting Global North to Global South through a Collaborative International Learning (COIL) Course

Alina Slapac ˙, Karen Collett , Sarah Coppersmith , Jingxin Cheng
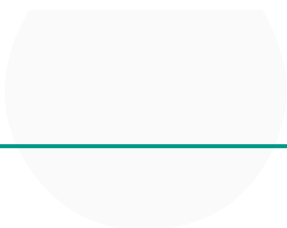
Abstract ID :

IVEC75

COIL no caminho da reinvenção profissional. FIU CIBER

Submission Type : Flash Talk

Abstract Summary :

No árduo caminho da construção da carreira docente, muitos são os desafios profissionais e pessoais a serem enfrentados. No âmbito do Intercâmbio Virtual e da experiência de um curso COIL entre a minha universidade, Florida International University e a Universidad Nacional Autónoma de Honduras, foi dada a oportunidade de contar com o apoio do FIU Centre for International Business Education and Research (CIBER) , centro para o qual já colaborava há algum tempo. O que parecia ser algo temporário tornou-se uma oportunidade de redirecionar minha carreira incorporando iniciativas internacionais e agora sou coordenador do programa CIBER, de onde posso continuar estimulando o ensino através do COIL, mas em outra perspectiva, na qual posso contribuir com meus diretores e toda a equipe para oferecer oportunidades a outros professores e alunos dentro e fora dos Estados Unidos. Quero nesta Flash Talk contribuir com o meu testemunho desta evolução profissional e pessoal para que outros profissionais do ensino possam trilhar o seu caminho nesta área nas instituições onde trabalham, nas quais a componente de intercâmbio virtual é importante. Quero despertar interesse neste meu caso para estabelecer uma nova forma de fazer carreira dentro das instituições de ensino graças à contribuição do COIL e de escolas, como a Business, que são ideais para abrir portas para a inovação, a inclusão e o diálogo internacional.

Authors:

Luciana Kube [1] [*] [^] lkube@fiu.edu

Abstract ID :

IVEC206

Expanding Institutional Perspectives: Expectations of Language in COIL Classrooms

Submission Type : Flash Talk

Abstract Summary :

The COVID-19 pandemic brought with it many challenges for higher education institutions while simultaneously opening up various opportunities for innovation in student success. One of these opportunities includes the rise of virtual exchange implementation through the Collaborative Online Virtual Learning (COIL) modality in classrooms. While COIL is not a new methodology, it has gained greater visibility as a preferred modality for institutions seeking a way to continue engaging faculty and students in high impact practices in international education. As a result, U.S. COIL classrooms have expanded and continue to expand, even as mobility programs return to college campuses. However, while U.S. faculty seek opportunities for their students to develop global and intercultural competencies through COIL, there is a gap with regard to accessibility in a key factor of intercultural learning, language. Because the increase of COIL necessarily means a greater level of engagement with foreign university partners whose classroom language may not be English, there is a greater need to not only adopt COIL as a virtual exchange modality but to also explore COIL as a bridge to greater accessibility for students whose native language is not English. This session will explore COIL as a modality for accessibility through the lenses of geographic, institutional, and lingual diversity. Presenters represent international education and COIL practitioners and coordinators from two- and four-year institutions in the U.S. and Mexico. The presentation will focus on the differences in language expectations in classrooms in both countries as well as how the perception of course delivery language is transforming to reveal COIL as a broader vehicle for accessibility in comprehensive internationalization.

Authors:

Mariela Cadena [1] ^ mcadena36@alamo.edu

LaTanya Kurney [2] * ^ lwoods29@alamo.edu

Abstract ID :

IVEC108

Infusing Virtual Exchange into All Education Abroad Programming

Submission Type : Presentation

Abstract Summary :

Columbia University's Center for Undergraduate Global Engagement (UGE) faced the same dilemma as a majority of education abroad offices in the spring of 2020: how to serve students whose study abroad plans were abruptly disrupted by COVID-19? UGE already had been grappling with how to address the significant barriers that exist related to physical student mobility, even before the COVID-19 pandemic, and included the implementation of a UGE virtual exchange platform for global learning in their strategic plan. Thus, in the summer of 2020, they initiated the "Global Columbia Collaboratory," a virtual exchange program framed by the United Nations' Sustainable Development Goals (SDGs), to allow students to engage in global learning regardless of their physical location. Since then they have iterated the Collaboratory into several different models to ensure that all students have an opportunity to deepen the impact of their studies through global virtual exchange. In this session, Columbia's Dean of Global Engagement and the Collaboratory's Program Director will focus on sharing their multi-level strategy for initiating and expanding virtual exchange throughout UGE's global engagement programming. Session attendees will learn about the various Collaboratory models, how UGE is attaching the Collaboratory as a "value-add" to all UGE program offerings, and ways in which the Collaboratory challenges students to deepen their global experience. For reviewers' info: [3 min] Welcome & introductions [6 min] Shannon / Collaboratory inspiration and overview [6 min] Gale / Collaboratory models and underlying strategy [10 min] Shannon & Gale / The Collaboratory Strategy for All Students [15 min] Q & A

Authors:

Gale Lynch [1] [*] [^] gl2779@columbia.edu

Shannon Márquez [2] s.marquez@columbia.edu

Abstract ID :

IVEC63

Introducing The SUNY COIL Rubric where flexibility, quality and standards matter.

Submission Type : Workshop

Abstract Summary :

During the 2020 pandemic, COIL Virtual Exchange became a popular high-impact educational practice. As a consequence, a complexity of approaches in conducting COIL appeared, producing differing methodologies, varying degrees of commitment, and differing levels of assessment. This lack of consensus in COIL approaches has created the need for standardization in methodology for coordinators and practitioners. To help institutions ensure that COIL projects are learner-centered, and informed by research, coordinators from SUNY Maritime College, Oneonta University, Nassau Community College, and Universidad Católica Andres Bello in Venezuela with the support of SUNY COIL Center, designed the rubric as a stand-alone customizable action plan for COIL module design, implementation, assessment and review. Conceptually, the rubric offers a module review and refresh process implemented as a professional development exercise designed to guide instructors to use COIL research-supported effective practices and standards to improve the quality, effectiveness, and efficiency of their project design. This hybrid hands-on workshop will: Introduce the SUNY COIL rubric Analyze examples of how the rubric can be used as a structural "to do list" influencing the design and assessment of COIL projects. Offer opportunities to review your last COIL exchange, apply the rubric to improve the engagement and module design At the end of the workshop, you will be able to: - Navigate and utilize this practical checklist in designing a COIL collaboration - Adapt the rubric for your COIL project assessment - Explore effective practices and standards in COIL that help improve student engagement and learning outcomes. - Share this approach with your colleagues, practitioners, and coordinators The rubric is modeled on the framework of the award-winning SUNY Online Course Quality Rubric (OSCQR), a checklist of standards for comprehensive online course design. The format provides a prioritizing structure, helpful for assembling and revising COIL modules.

Authors:

José Luis Jiménez [1] [*] [^] jojimene@ucab.edu.ve

Adele Merlino [2] [^] adelemerlino@gmail.com

Hope Windle [3] [^] hope.windle@oneonta.edu

Nicole Simon [4] [^] Nicole.Simon@ncc.edu

Abstract ID :

IVEC255

The Practice of Virtual Exchange in an Introductory Astronomy Class

Submission Type : Presentation

Abstract Summary :

Last year, I embarked on a virtual exchange journey with my international partner at a university in Chile and my home institution is in Atlanta Georgia, USA. We collaborated for months on the formulation of our course design and content. We selected open-ended questions for our students to answer in small groups. The students worked in their collaborative groups outside of class and developed presentations through which they answered their assigned questions. Presentations were viewed in class where collaborative groups critiqued their classmates' presentations which resulted in open discourse and the construction of knowledge. In my proposed presentation, I will discuss our successes, lessons learned, and unanticipated benefits. Only twenty per cent of the USA students were native Spanish language speakers and few of them had studied Spanish in college. The Chilean students were in their first or second semester of English language courses. Some students relied on translation applications and others consulted language faculty at their respective institution. While the students in the USA earned twenty per cent of their course grade through participation in the virtual exchange, Chilean students were not required to participate so there was often low engagement. My international partner informed me that there are no Spanish language astronomy textbooks. I introduced her to the open online textbook that I use. She is currently translating the text for her students and possibly students throughout Latin America. Although most of the student interaction occurred outside of the classroom, we needed to see and hear each other for our "kick-off" meeting as well as our virtual field trip to an astronomical research observatory. We experienced technology failures. Now we use a simulcast room that is appropriately equipped to enhance our virtual exchange.

Authors:

David Yenerall [1] [*] [^] dyenerall@gsu.edu

Abstract ID :

IVEC129

A HOLISTIC APPROACH TO VIRTUAL EXCHANGE TO INTEGRATE ICC AND JEDI IN DISCIPLINE-SPECIFIC AND TRANSDISCIPLINARY VE PROJECTS

Submission Type : Workshop

Abstract Summary :

This Workshop is addressed to Virtual Exchange (VE) implementers, instructional designers, along with facilitators. Following the main trends in Intercultural Competences (ICC), such as intersections of ICC with justice, equity, diversity, and inclusion (JEDI), the workshop will focus on how to ensure a holistic learner development throughout a VE project. This needs to include social emotional learning (SEL), as well as connect ICC to real world issues (with a very strong focus on SDGs and activism). Inputs for providing a high quality content and an innovative and functional design of VE projects will also be provided. With a view to ensure a highly qualitative development in terms of global competence, not only will tips and criteria be provided to create truly engaging intercultural activities, but also a pattern to easily combine discipline specific contents with intercultural content. Through a collaborative task on sustainable development goals, participants will be guided to deliver disciplinary contents by using formal platforms, while resorting to informal platforms for the intercultural contents. They will also learn, through the activities offered, how intercultural activities in VEs can be focused on justice, equity, diversity, and inclusion as well as on topics which are transversal to all disciplines involved in the VE. In this way, a truly holistic understanding of all themes and global issues addressed throughout the project will be gained. The workshop will also highlight how and why keeping an interdisciplinary and transdisciplinary approach is crucial and beneficial for all actors involved, as is focussing on SDGs while implementing a VE. At the end of the presentation, participants will gain insight into how to structure a VE that integrates ICC and JEDI in discipline specific and transdisciplinary projects, ensuring a holistic learner development and a deep understanding of the topics dealt with in the VE project implemented.

Authors:

Sara Pittarello [1] [*] [^] sara.pittarello@unicollaboration.org

Lisa Griggio [2] [^] lisa.griggio@unipd.it

Abstract ID :

IVEC245

A Picture is Worth 1000 Words: Integrating Photo Narration into Research and Practice with Virtual Exchange

Submission Type : Workshop

Abstract Summary :

In this interactive session, participants will explore the use of photo narration as a teaching tool and research method in the context of virtual exchanges. Photo narration (and closely related practices such as photo story, photo voice, and photo elicitation) is a practice in which you have a student (or group of students) take photos of a given subject and provide narrated commentary on the images they select, typically in dialogue with others. Instructors have used photo narration as a tool for fostering numerous learning outcomes such as intercultural communication, inclusion and belonging, conceptual understanding, and more. Qualitative researchers have used the same artifacts to gain insights into the learning and meaning-making that is generated through cross-cultural exchanges. The workshop will model how photo narration can serve as the basis for fostering intercultural communication in a virtual setting. Across the workshop, participants will engage in a collaborative photo narration mini-project that will serve as the basis for designing a photo narration assignment and/or research study of their own. In addition to the interactive project/workshop, the presenters will provide participants with an electronic toolkit for using photo narration approaches, including examples of published research studies that integrate the approach. Please note that this approach works across all disciplines---you do not need to have a background in the arts or visual analysis to integrate photo narration into your teaching and research practice.

Authors:

Laura Cruz [1] * ^ lxc601@psu.edu

Chas Brua [2] ^ crb129@psu.edu

Jacob Kelley [3] jkk0019@psu.edu

Abstract ID :

IVEC263

A proposal in STEM for Virtual Exchange held by Computer Science and Applied and Computational Mathematics Programs

Submission Type : Flash Talk

Abstract Summary :

Herein, we will present a practical experience performed by a Belgian and a Brazilian professors from Université de Liège (ULiège), Belgium, and Universidade Estadual Paulista (UNESP), Brazil, focused on how to design a syllabus in STEM área, capable of exploring the main skills of the students. The Belgian professor taught "Introduction à l'algorithmique numérique" to students from the Computer Science undergraduate program, while the Brazilian professor taught "Análise Numérica" to students from the Applied and Computational Mathematics post graduation program. The professors met and planned this collaborative virtual exchange for supporting their students to numerically solve a system of nonlinear equations. One pedagogic strategy used to keep the students motivated and productive was to divide the problem into small parts. The initial task focused on studying the differentiation of functions in the theoretical and numerical view. The theoretical elements were thought to use the Brazilian students'skills on Applied Mathematics, whereas the numerical exercise would benefit the Computer Science students on the Belgian side. In order to contribute to intercultural and collaborative interaction, the tasks were done in groups formed by Belgian and Brazilian students and their deadlines were mostly weekly. The formation of the groups was not easy because of the different number of the students on each side. Taking into account a better pedagogic strategy to facilitate collaborative interaction due to timezone and other activities of the students, the decision was to avoid big groups, hence, the groups were formed by only one Brazilian and about four Belgian students. This arrangement caused a lack of Brazilian students in some groups because some students dropped out of the course. In this presentation we will focus on describing the planning and the implementation of the activities of our virtual exchange as well as reflections and ideas for virtual exchanges in STEM.

Authors:

Gilcilene Paulo [1] [*] [^] gilcilene.sanchez@unesp.br

Quentin Louveaux [2] q.louveaux@uliege.be

Abstract ID :

IVEC260

A world of diversity beyond culture: The bonus benefit of international fully integrated virtual exchange with non-traditional students

Submission Type : Flash Talk

Abstract Summary :

The Kansai Gaidai University (KGU: Japan) – University of Hawaii West Oahu (UHWO: USA) partnership merges two very different student populations through international fully integrated virtual exchange (I-FIVE). KGU students are almost exclusively ethnic Japanese directly out of high school, while UHWO is one of the most culturally diverse universities in America with a significant number of non-traditional students. The partnership initially focused on virtual cross-cultural exchange for business students, but feedback from KGU students quickly signaled that working with non-traditional students was their greatest takeaway from the experience. Building on that feedback, the partnership's I-FIVE courses are transitioning to take advantage of the UHWO's unique student population to expose KGU students to a highly diverse classroom unlike anything offered in Japan. Traditional study abroad programs are not accessible by working professionals, family-caretakers (parents, grandparents, or caretakers of elderly family members), or students with exceptional needs (disability services) and do not reflect the full spectrum of diversity encountered outside the classroom. Virtual exchange is much more accessible for non-traditional students, but most programs have ignored other forms of demographic diversity in the pursuit of cross-cultural exchange. Culture should always remain a focus of international exchanges, but efforts should be made to cultivate the intrinsic demographic diversity of students found in virtual exchanges to expand the learning experience for students. The presentation will begin with an introduction to the two campuses. This will be followed by a quick explanation of I-FIVE and its five "i" components of international, integrated, interactive, intercultural, and inclusive. The remaining time will be used to share stories and student feedback to demonstrate the value of non-traditional students' intrinsic diversity in creating unique learning experiences for Japanese students.

Authors:

Keith Sakuda [1] [*] [^] ksakuda@hawaii.edu

Stephen Zurcher [2] szurcher@kansaigaidai.ac.jp

Abstract ID :

IVEC68

Affordances and Challenges of A Virtual Collaborative Podcasting Project by U.S and Brazilian Students

Submission Type : Flash Talk

Abstract Summary :

Using technology to facilitate students' online, collaborative work, Virtual Exchange (VE) is a promising high impact pedagogical practice contributing to student engagement and student success (Commander et al, 2022). One particular approach in such practice is collaborative artifact approach in VE (Lewis and O'Dowd, 2016). Lewis and O'Dowd suggest that students benefit more from collaborations where they create a joint artifact than from the mere synchronous or asynchronous interaction typical of earlier VE design. This session features a VE project with the collaborative artifact approach. In this project, students from Brazil and U.S. were engaged in online collaboration leading to student created podcasts on the theme of "Global Pandemic, Local Stories". This VE project offered a lot of affordances for students. First, it fostered authentic learning and enhanced students' engagement in the learning process. Students were asked to bring what they had learned about COVID's impacts in their local communities to the podcast. This real-world relevance, coupled with the need to exchange information to represent their local stories, motivated students' engagement. Second, the need to produce the written script and then execute the script in oral forms raised students' awareness of the connections between oral and written modes of communication. Third, this project offered opportunities for practicing multimodal literacy skills and cross-cultural communication skills. The VE project also presented challenges to students such as communicating effectively and writing collaboratively. Poor handling of these challenges can lead to significant repercussions, including reduced productivity, strained relationship, lower quality output, and missed learning opportunities. The practice track session hopes to contribute to conversations on how to prepare students for the possible challenges and optimize the learning potential of such VE projects. The presenters also showcase artifacts used to scaffold students' learning that can be adapted to the participants' teaching contexts.

Authors:

Luciani Ester Tenani [1] * ^ luciani.tenani@unesp.br

Ming Fang [2] ^ mifang@fiu.edu

Allying research and practice at the Hague university of Applied Sciences. Integrating internationalization at home principles at one of the leading universities in COIL in Europe.

Submission Type : Flash Talk

Abstract Summary :

Collaborative Online International Learning (COIL) has developed into a prominent tool within internationalisation at The Hague University of Applied Sciences (THUAS). THUAS is stimulating COIL as the most intensive form of virtual exchange. (Beelen, 2021) In the past years the number of COIL projects has increased from 15 to 40+. The growth has accelerated due to four major reasons: -a move from physical mobility to virtual projects because of the pandemic -a focus on virtual collaboration and COIL internationally but also nationally, and subsidies for COIL projects have been become available providing much needed support. -The university leadership aims for inclusive education and the development of transversal skills. Both fit well with the characteristics of COIL. -Within the research group Global learning, researchers are engaging with COIL, including PhD researchers. These reasons help explain the growth of COIL but also asks the question: How to grow COIL not only in quantity but in quality. How can we develop COIL that goes beyond the cultural exchange and into the development of transversal skills that our students and lecturers need? How can we create lasting impact. At THUAS we believe that the best way forward is through an inclusive and comprehensive approach, and we hope to present this approach at IVEC. This approach includes lecturers and students, but also researchers, educational advisors, and experts. It focuses on development of COIL with other partners, focused on themes and the principles of continuous improvement. –Inclusive of stakeholders to avoid stand alone practices and allow one to learn from each other. -Continuous improvement because COIL is not designed right in one go but takes a sustained effort through experience. -Thematic to allow focus for research across universities but also flexibility to change. We hope to inspire other universities and to invite them to contribute!

Authors:

Reinout Klamer [1] [*] [^] h.r.klamer@hhs.nl

Jos Beelen [2] j.m.h.j.beelen@hhs.nl

Abstract ID :

IVEC36

An analysis on using game simulations in intercultural learning

Submission Type : Presentation

Abstract Summary :

Simulation games are considered a high impact approach to engage students in learning. What has not been investigated is can simulations work across cultures? This research focusses on the analysis of playing global environmental simulation games in virtual exchanges. The research questions investigated are—what contributes to the successful outcome of environmental decisions in a game simulation? And, how effective are these games in engaging students from different cultures in learning both about global environmental issues as well as improving intercultural competence? The sample includes over 30 teams playing environmental games across five countries from 2020-2023 involving over 200 students. Variables were systematically coded to capture the interaction between the global students such as the approach of the game leader to negotiate consensus in an intercultural exchange, and the student fluidity in achieving environmental goals while navigating global interactions. Descriptive statistics are used to analyze patterns of the student teams which are successful in gaining consensus compared to those teams which do not. The results indicate that these types of simulations can provide intercultural learning as well as understanding of the collective decision-making needed to solve global environmental issues. A main conclusion of this research is the intercultural and environmental struggle experienced by the students when trying to maximize individual goals of their role in a negotiation versus the balance of achieving the collective environmental good.

Authors:

Eduardo Liberado [1] *^ verri.liberado@unesp.br

Kelly Tzoumis [2] ^ ktzoumis@depaul.edu

Abstract ID :

IVEC250

Analysing the Impact of Virtual Exchange on Teachers' Professional Development: The Case Study of GPE Program

Submission Type : Presentation

Abstract Summary :

Global Virtual Exchange (GVE) is a practice in which groups of students from different cultural backgrounds, disciplines, and affiliated to various universities are engaged in online intercultural interaction and collaboration with international partners under the guidance of their teachers. Many previous studies about VE have mainly focused on students, so there is an urgent need to explore the impact of VE on teachers. The present study highlights the effects of implementing VE design and delivery to improve teachers' professional development. In other words, it investigates teachers' perspectives about the evolution of their general teaching competencies, their VE-related competencies as well as their pedagogical approaches. Furthermore, the study casts light on teachers' motivation behind giving VE classes, teachers' perceptions of VE-related challenges, and recommendations. A mixed-method approach was adopted to analyse data through an online questionnaire and follow-up interviews. Using convenient sampling, 80 Global Partners in Education (GPE) professors from different countries and disciplines participated in the study. The findings show that VE classes provide teachers with valuable experience and contribute to enhancing their professional development and methodological innovation. Thus, the results confirm that GU teachers' experience has improved their collaboration skills, digital competence, VE task design, alignment between tasks and tools, course design skills, organizational skills, pedagogical flexibility, and the ability to adapt.

Authors:

Jihane Benmassoud [1] [*] Benmassoud-jihane@outlook.com

Karima Khalil [2] [^] ka.khalil@uca.ma

Abstract ID :

IVEC86

Aprendizaje global a través de una aplicación lúdica basada en programación virtual

Submission Type : Flash Talk

Abstract Summary :

Esta iniciativa aplica la estrategia de enseñanza Global Classroom, que consiste en el fomento a la colaboración entre estudiantes de diferentes latitudes, a través de la metodología COIL, para la solución conjunta a un reto con impacto social, a través del cumplimiento de los ODS. Los alumnos participantes están adscritos a las clases de Modelación de la Ingeniería con Matemática Computacional del Tecnológico de Monterrey, en México, y la materia de Sistemas de Adquisición de Datos de la Universidad Católica de Colombia, teniendo un total de 38 estudiantes y 4 docentes participantes. La iniciativa busca impactar a los estudiantes más allá del desarrollo de un proyecto, motivándolos a trabajar en sus habilidades colaborativas e interactuar con personas de costumbres y culturas diferentes. Se eligió enfocar la actividad en el cumplimiento del ODS 9 sobre innovación, para ello se eligió la plataforma de instrumentación virtual LabVIEW de la empresa National Instruments, que tradicionalmente se usa en el desarrollo de soluciones a problemas de automatización a nivel industrial. Considerando sus características de fácil asimilación y la posibilidad de emplearse libremente para fines no comerciales, la iniciativa fomentó la generación de propuestas de solución a una aplicación lúdica denominada Magia Binaria, en la que se consideraron elementos de programación lógica tales como: controles booleanos, despliegues binarios y manejo de compuertas lógicas. Dentro del desarrollo de la actividad colaborativa los estudiantes encontraron diferentes soluciones para dar respuesta al reto de la actividad de Magia Binaria, las variaciones se evidenciaron en los diagramas de bloques realizados para llegar a la respuesta deseada, así como en la forma de visualizar el resultado, con lo cual se logró mostrar la información en codificación decimal y/o en binaria. Los estudiantes lograron trabajar bajo la metodología COIL, enfocados en un ODS y con un proyecto lúdico aplicado en Ingeniería.

Authors:

Ramona Fuentes Valdéz [1] [*] [^] rfuentes@tec.mx

José León-León [2] jleon@ucatolica.edu.co

Pedro Nájera-García [3] pedro.najera@tec.mx

María Luisa Mendoza-Martínez [4] ml.mendoza@tec.mx

Abstract ID :

IVEC69

AS VOZES DO SUL NO TELETANDEM: EM BUSCA DE UMA EXPERIÊNCIA INTERCULTURAL E DECOLONIAL NA FORMAÇÃO DE PROFESSORES DE ESPANHOL

Submission Type : Flash Talk

Abstract Summary :

O objetivo deste trabalho é apresentar uma experiência de Teletandem na modalidade Institucional Integrado (ARANHA; CAVALARI, 2014) as atividades da disciplina "Práticas de Intercâmbio Linguístico-Cultural via Teletandem", do curso de Letras – Espanhol da Universidade Estadual da Paraíba (UEPB) realizado em parceria com a Universidad Nacional Autónoma de México (UNAM), durante a Pandemia do COVID-19. As sessões telecolaborativas entre os alunos brasileiros e alunos mexicanos foram realizadas a partir de temáticas com perspectivas interculturais e decoloniais, elaboradas pelos professores-mediadores, cujo objetivo era Sulear a formação dos futuros professores de espanhol, olhar para o Sul, promovendo diálogos com as Vozes do Sul, tendo a América Latina como uma de suas representantes (MOITA LOPES, 2006, 2013; KLEIMAN, 2013; SILVA JÚNIOR; MATOS, 2019). Em vista disso, acreditamos que nossas experiências e reflexões aqui compartilhadas ajudarão na promoção de mais atividades telecolaborativas, seja na realização de Teletandem na modalidade Institucional Integrada ao currículo de alunos de Letras, seja na realização de interações a partir de temáticas com viés intercultural e decolonial elaboradas pelos professores-mediadores.

Authors:

Rickison Cristiano De Araújo Silva [1] [*] [^] rickisoncristiano@gmail.com

Fábio Marques De Souza [2] fabiohispanista@gmail.com

Abstract ID :

IVEC292

Assessment of International Virtual Exchange with Engineering Students from the US and Palestine: Educational Needs and Learning Opportunities in a Conflict Zone

Submission Type : Presentation

Abstract Summary :

In this presentation, we will present the results of an international virtual exchange (IVE) project carried out in 2022 between An-Najah National University (ANNU) in Palestine and Bucknell (BU) and Clemson Universities (CU) in the United States. The focus of this study was a seven-week collaborative project where civil engineering students enrolled in pavement design or environmental engineering courses at these three universities were tasked to develop innovative solutions to a pavement related problem. There were nine bi-national IVE teams, five non-IVE teams from CU and seven non-IVE teams from ANNU. The evaluation in this study focused on (1) global competencies, (2) value of the experience, and (3) team dynamics. Throughout the course of the project experience, students on IVE teams exhibited significant growth in most categories related to teamwork and global competencies compared to the non-IVE students. The assessment also indicated that the students from ANNU found greater value in the experience compared to their US peers, regardless of whether they were on an IVE team or not. Another nuance was that during the implementation of this IVE experience, Nablus, the location of ANNU, was placed under continuous blockade, restricting movement in and out of the city. We will share insights from key informant post program interviews that speak to the role of this IVE experience in addressing the educational needs and learning opportunities of participants living in a conflict zone.

Authors:

Alia Gilbrecht [1] ^ arjaffra@gmail.com

Khaled Al-Sahili [2] alsahili@najah.edu

Karen Bunch [3] kbunch@g.clemson.edu

Shilpa Girish [4] sgirish@g.clemson.edu

Abdelhaleem Khader [5] a.khader@najah.edu

Fabricio Leiva [6] fabrileiva@gmail.com

Brad Putman [7] [*] [^] bjp025@bucknell.edu

Abstract ID :

IVEC261

Bringing Diversity, Equity and Inclusion into Strategy and Policy: COIL'ing at a Community College

Submission Type : Presentation

Abstract Summary :

It is well documented in the virtual exchange community that the pandemic and increasingly intentional integration of diversity, equity and inclusion (DEI) efforts into institutional policies have mobilized and diversified virtual exchange activity and invited critical perspectives to understanding how it unfolds (Rubin & Guth 2022, Hauck 2022). My presentation investigates how these forces have informed the development of virtual exchange in US community colleges in the last three years. First, to understand the growth trajectory of virtual exchange across two year colleges in the post pandemic landscape, I draw on the survey data of 5 community colleges from different US regions obtained. I analyze the survey responses to questions around DEI, scalability, sustainability, and post pandemic learning and retention challenges to provide a broad view of major trends and institutional objectives vis-a-vis virtual exchange across community colleges. Second, to provide a deeper insight into strategic planning and policy making around VE at community colleges, I will present a case study of the COIL program at LaGuardia Community College from its inception in 2016 to the present. This discussion will focus on effective strategies and lessons learned in the program's development from a small faculty led initiative of 3 courses per semester, to a grant funded endeavor of 15+ courses per semester, and finally institutionalization. I will examine the College's approaches to DEI, critical pedagogy, and global learning and the ways in which these core values have contributed to the current plan for institutionalizing COIL. By drawing close attention to community colleges – institutions that traditionally serve underprivileged students – this presentation will amplify the efforts to bring DEI into the field of virtual exchange. It will also illuminate institutional specificities of community colleges for non-US institutions interested in partnering with them.

Authors:

Olga Aksakalova [1] [*] [^] oaksakalova@lagcc.cuny.edu

Abstract ID :

IVEC166

Building Equity and Inclusion in Virtual Exchange: Learnings from the DEIA Supplements

Submission Type : Symposium

Abstract Summary :

Authors:

Andie Shafer [1] [*] [^] Andie.Shafer@aspeninstitute.org

Nadia Mavrakis [2] [^] nadia@culturingua.com

Avi Goldstein [3] [^] avi@pathways.be

Gillian Dutton [4] [^] duttong@seattleu.edu

Abstract ID :

IVEC265

Cocinando un futuro sostenible: De recetas tradicionales a productos innovadores, una colaboración para la conciencia ambiental

Submission Type : Presentation

Abstract Summary :

Uno de los retos trascendentales para los docentes es cómo vincular los contenidos de las asignaturas con el contexto de cada estudiante, de tal forma que tenga un rol activo en los problemas de orden mundial que deben atenderse, tales como los objetivos de desarrollo sostenible. La colaboración COIL entre la Universitat de Girona, España y el Tec de Monterrey, México, unió a estudiantes de las asignaturas de ingeniería química y tecnologías limpias con los alumnos de Innovación y procesos creativos. El reto era mejorar los procesos cotidianos para concebir una visión de futuro sostenible por medio de la modificación de hábitos en sus vidas personales. Los estudiantes de cada país debían analizar un platillo de cocina tradicional distinguiendo los puntos críticos del proceso (tanto de la producción como de los ingredientes utilizados) por lo que respecta al impacto ambiental, el coste, la seguridad y la salud. Posteriormente, los estudiantes debían imaginarse en el año 2,300 y diseñar un artefacto que mejorara el proceso o solucionara un riesgo identificado anteriormente. El objetivo de este producto, es la reflexión acerca de los cambios en hábitos que se deben realizar hoy para impactar positivamente en el futuro. Para realizar este paso, los estudiantes utilizaron el juego: "The thing of the future" elaborado por Situation Lab y adaptado por el equipo docente. Finalmente, los alumnos realizaron una reflexión grupal expresada en un video educativo. La experiencia COIL fue diseñada con pedagogías de utilidad para cualquier colaboración, tales como: Aprendizaje auténtico, Principios de diseño universal y neuroeducación, las cuales están inmersas en los detalles de la experiencia y nos gustaría compartir con la audiencia. En una sociedad más interconectada es vital que los estudiantes de diferentes países trabajen juntos, y tomen lo mejor de sus contextos para encontrar soluciones que contribuyan al bienestar.

Authors:

Rebeca Elizabeth Alvarado Ramírez [1] [*] [^] rebeca.alvarado@tec.mx

Ignasi Rodriguez-Roda Layret [2] [^] ignasi.rodriguezroda@udg.edu

Abstract ID :

IVEC107

COIL as a form of community engagement

Submission Type : Presentation

Abstract Summary :

In the United States, only 36% of institutions of higher education consider internationalization to be among the top five priorities of their strategic plan (ACE, 2022). At universities that do not emphasize global engagement as a key aspect of their mission or strategic plan, community engagement offers an avenue for strategically aligning COIL efforts. Representatives from several regionally-focused institutions in the Pacific Northwest, including University of Washington (UW) Bothell, UW Tacoma and Portland State University, will describe specific strategies we have pursued to connect COIL to our institutions' community engagement missions. Each institution has been awarded the Carnegie Classification for Community Engagement, a national form of recognition based on a multi-faceted evaluation of institutional commitment to community engagement. We will share how we frame COIL as a form of global community engagement that emphasizes reciprocal, collaborative partnerships and is instrumental in preparing students to succeed in a globally-connected workforce. We will demonstrate how learning goals for COIL and community engaged learning overlap, in particular with respect to developing cultural humility, integrative learning, and perspective taking. We will also name specific strategies utilized at our institutions to advance the alignment of virtual exchange and community engagement. While our presentation is focused on the United States, we hope that this framework will be useful elsewhere - especially at institutions that lack a global focus and instead emphasize serving the needs of their local or regional communities.

Authors:

Natalia Dyba [1] [*] [^] nataliak@uw.edu

Cindy Schaarschmidt [2] [^] CSchaarschmidt@pierce.ctc.edu

Sally Mudiamu [3] [^] strand@pdx.edu

COIL as a pedagogical tool to enhance African scholarship: The case of a University of Technology in South Africa

Submission Type : Flash Talk

Abstract Summary :

The Durban University of Technology (DUT) became the first African university to join the Global Network Partner in the State University of New York (SUNY) COIL system in 2015. This is in line with the university's strategic plan that includes the internationalisation of the institution. Cornerstone 101 (CSTN101) is a compulsory general education module for all first year students. Whereas there are various COIL projects that are run at DUT, the author was the first to initiate a COIL project in the Centre for General Education, which services the CSTN101 module. The 7 week project, which ran in the first semester of 2022, saw a total of 89 CSTN101 students participate. This was a collaboration between three modules in two universities; SUNY New Paltz in New York and DUT in South Africa. Drawing on the learnings from this COIL project, the author sought to further deepen engagement in COIL through partnering with an African higher education institution. As such, a new COIL project was developed and is currently running in the first semester of 2023. This is a trilateral partnership between DUT in South Africa, Kenyatta University in Kenya, and SUNY New Paltz in New York. Using social constructivism as a theoretical framework, this research explores how COIL can be used as a pedagogical tool to enhance African scholarship through collaboration. At the conclusion of the COIL project reflections of all students who provide informed consent to be part of the study will be anonymised and thematically analysed, with the aim of answering the research questions. Ethical clearance to conduct this research has been received. This presentation outlines the author's key learnings from the first COIL project and how these inspired the current COIL project. This presentation also explores how the current COIL project and research are running.

Authors:

Benita Bobo [1] * ^ azolab@dut.ac.za

Abstract ID :

IVEC142

COIL en la enseñanza y el aprendizaje de idiomas extranjeros y segundas lenguas

Submission Type : Presentation

Abstract Summary :

La colaboración virtual es una excelente plataforma para el aprendizaje y práctica de idiomas extranjeros o segundas lenguas que no ha sido explorada en su totalidad. Esta presentación se centra en experiencias exitosas de la implementación de la metodología COIL en colaboraciones entre instituciones chilenas y extranjeras de distintas partes del mundo (Estados Unidos, Filipinas, Reino Unido, Ucrania, Egipto y China) con el objetivo principal de la práctica del inglés que combina lo real y lo académico con un componente intencionado de intercambio cultural y el concepto de ciudadanía global. Cada experiencia de colaboración virtual es diferente en cuanto a objetivos, contenido y productos. En esta presentación se incluyen las colaboraciones académicas entre estudiantes chilenos y estudiantes extranjeros cuyo inglés corresponde a su lengua materna, lengua extranjera o segunda lengua. Algunas experiencias se centran en el intercambio y aprendizaje cultural de cada país, y otras con un componente social y cultural mayor, por ejemplo, las percepciones de injusticias y problemas sociales de estudiantes o problemas de preocupación mundial como los objetivos de sustentabilidad de las Naciones Unidas, entre otros. La presentación también incluye los desafíos y dificultades que se enfrentan en modalidades de colaboración virtual para el aprendizaje y enseñanza de lenguas al considerar los aspectos culturales sociales, etnicos y naturales de cada universidad y país. En el caso de utilizar COIL como aprendizaje y practica de una lengua extranjera o segunda lengua requiere consideraciones especiales que serán explicadas en la presentación según las experiencias de colaboración realizadas. Otro aspecto a tratar es el rol que cumplen las instituciones y coordinaciones en el ámbito de colaboración virtual, que facilitan o dificultan las experiencias. Además, la presentación incluye los beneficios, a nivel académico y personal, que se obtienen en las experiencias de colaboración virtuales y culturales en estudiantes, profesoras y profesores.

Authors:

Gabriel Cabezas [1] [*] [^] gcabezas@ubiobio.cl

Lilian Velasquez [2] [^] lil.velasquez@profesor.duoc.cl

Abstract ID :

IVEC70

COIL STAFF: Fortalecimiento de capacidades para enfrentar retos comunes en CEU-UCH y UCM desde roles administrativos y de servicios

Submission Type : Presentation

Abstract Summary :

Por primera vez, hemos extrapolado la estrategia COIL como metodología para el fortalecimiento de las capacidades para enfrentar retos comunes desde roles administrativos y de servicios, desarrollando un proyecto colaborativo entre la Universidad CEU Cardenal Herrera (CEU UCH) - España con la Universidad Católica de Manizales (UCM) - Colombia con 14 miembros del staff entre ambas instituciones. Esta experiencia internacional cuenta con la participación de los Servicios de Admisión y Captación Internacional, Hospitality, Marketing Internacional, Campus Life, Calidad, Pastoral y Oficina de Relaciones Internacionales. Los participantes además de desarrollar habilidades relacionadas con la comprensión sobre otras culturas, generan oportunidades de networking y referenciación desde su rol administrativo, con la visión de converger entre ambas instituciones y así fortalecer procesos particulares y potencializar su experticia desde perspectivas locales e internacionales. La confianza para actuar en un contexto internacional impulsa sus nuevas ideas y proyectos de alto impacto que aportan a cada institución, mejora sus habilidades de comunicación intercultural y el trabajo eficiente de cada sesión favorece la aplicación de buenas prácticas en sus puestos de trabajo como profesionales globales. Finalmente, los resultados esperados apuntan a proyectos por cada uno de los Servicios incluidos en el proceso, promoviendo altamente su desarrollo personal y profesional e influyendo positivamente en su conciencia multicultural. El programa incluye 8 sesiones de un hora y media cada una, interconectadas con los siguientes objetivos: 1. Identificar retos relacionados con la Internacionalización en Casa de ambas instituciones en roles específicos del Personal Administrativo y de Servicios (PAS-STAFF). 2. Generar un plan de acción que evidencie la ruta para abordar al menos uno de los retos identificados entre ambas instituciones desde sus roles de trabajo. 3. Implementar y realizar seguimiento al plan de acción presentado entregando resultados que se comunicarán a las directivas pertinentes.

Authors:

Sandra Julieth Valencia Escobar [1] * ^ globaluniversity@ucm.edu.co

Mercedes Gimeno [2] ^ infoint@uchceu.es

Abstract ID :

IVEC196

COIL/VE for Global Engagement: Developing a Comprehensive Strategy and Policy for Virtual Exchange around the World

Submission Type : Flash Talk

Abstract Summary :

Collaborative Online International Learning/Virtual Exchange (COIL/VE) is an inclusive approach to global education that positively impacts large numbers of students and faculty through well-designed institutional strategies and policies. Our presentation highlights the benefits of COIL/VE as a transformative way to make international learning more accessible, inclusive, and engaging for students and faculty, with a focus on developing a comprehensive virtual exchange strategy and policy. This session provides insights into developing a virtual exchange strategy and policy that aligns with the goals and objectives of the institution. We will outline the criteria for selecting faculty and partner institutions, identify the resources needed to support virtual exchange, and establish institutional guidelines for designing and delivering COIL/VE courses. Our emphasis on training and professional development opportunities for faculty, staff, and students will also be highlighted to develop the necessary skills and knowledge for implementing effective COIL/VE programming. We highlight the positive impacts of inclusion that a well-developed strategy and policy can have in virtual exchange programs and discuss how a thoughtful and comprehensive strategy and policy can promote cross-cultural communication, mutual respect, and understanding. By focusing on developing a robust strategy and policy, we believe that virtual exchange programs can better support EDI and other important areas. Through our presentation, we hope to demonstrate how COIL/VE can offer a game-changing approach to global education with a focus on developing a comprehensive virtual exchange strategy and policy that prioritizes equity, diversity, and inclusion (EDI). Our proposal aims to provide valuable insights for institutions looking to implement COIL/VE at different levels of the educational system, emphasizing the importance of well-designed strategy and policy in achieving successful virtual exchange outcomes.

Authors:

Natasha Mrkic-Subotic [1] * ^ nmrkic@capilanou.ca

Della Burke [2] ^ deburke@iteso.mx

Abstract ID :

IVEC149

Colaboración Vertical México-Chile: fortaleciendo las competencias de los futuros ingenieros para la Industria 4.0 al proponer soluciones sostenibles para la contaminación del aire

Submission Type : Flash Talk

Abstract Summary :

Presentamos la implementación de una colaboración vertical, interdisciplinaria e intercultural entre estudiantes de ingeniería de México y Chile en el Otoño 2022 empleando la metodología de Aprendizaje Colaborativo Internacional en Línea (Collaborative Online International Learning, COIL). El objetivo fue desarrollar competencias disciplinares y transversales relevantes para la Industria 4.0, específicamente ciudadanía global, al abordar la problemática mundial de contaminación del aire a partir de datos obtenidos en una de las ciudades participantes. La metodología COIL permitió a los participantes interactuar con estudiantes de otro país en diferentes fases de un proyecto de generación de soluciones sostenibles como lo es la remediación del aire (ONU ODS 11 y 13). Utilizando herramientas de videoconferencia y espacios colaborativos digitales, nuestros estudiantes intercambiaron perspectivas, experiencias y conocimientos para simular un lavador de gases en la disciplina de Control (6to. semestre de ingeniería) a partir de un modelo basado en datos obtenido en la disciplina de Modelación Matemática (1er. semestre de ingeniería). A partir de un análisis cualitativo de las reflexiones de los participantes se da evidencia de que esta implementación mejoró sus competencias interculturales y de colaboración en equipos interdisciplinarios en un mundo cada vez más globalizado e interconectado. La relevancia e innovación de este trabajo radica en una colaboración vertical que permitió a los estudiantes cooperar en diferentes etapas de su formación profesional, lo cual les preparará para enfrentar los desafíos de la Industria 4.0 y mejorará su competitividad laboral. Al fortalecer su ciudadanía global, nuestros estudiantes demostraron comprender y comprometerse con problemáticas globales y actuar de manera responsable para resolver problemas que nos aseguren un mejor futuro como especie.

Authors:

Oscar Loyola [1][^] osca.loyola@profesor.duoc.cl

Claudia Camacho-Zuñiga [2][*][^] claudia.camacho@tec.mx

Abstract ID :

IVEC291

Collaborative Online International Learning in Engineering Education: A Case Study for Disaster Relief and Resilience in Puerto Rico

Submission Type : Flash Talk

Abstract Summary :

The historical marginalization of Puerto Rico as a colonial territory and cumulative compounding disasters cripple the island's ability to sustain population needs. To assist with disaster relief and resilience, we present a case study on how collaborative online international learning can be utilized in engineering education to support at-risk communities in Puerto Rico. The University of Illinois Urbana-Champaign (UIUC) has connected with Amizade, a non-profit organization that focuses on organizing sustainable and collaborative learning experiences globally, local partners at the University of Puerto Rico, and Caras con Causa, a grassroots organization focused on development through socioenvironmental and educational initiatives to benefit vulnerable communities, virtually and in person. From this collaboration, we created two engineering courses (one for first-year students and one for upper-level students and graduate students) at UIUC focused on interdisciplinary project-based teams that connect with Puerto Rican communities to develop solutions for disaster preparedness. Throughout these courses, students collaborate with practitioners, organizations, and peers synchronously and asynchronously via online discussions, video chats, and presentations to develop intercultural skills and cultural awareness when implementing engineering projects in Puerto Rico. To understand how virtual exchange can be utilized for engineering education, we conducted assessment surveys with both courses from fall 2020 to 2022 (16 total surveys) to comprehend students' cultural competencies at the beginning and end of each course. Through the statistical analysis of our surveys, we learned that both courses improved students' global consciousness, social awareness, and cultural understanding compared to traditional engineering courses that do not utilize virtual exchange. We highlight how virtual exchange can help students gain global perspectives, enhance their learning, provide flexibility to engage in international learning experiences, and create networking opportunities. Further, we describe how this has facilitated local community impacts associated with course projects from locals' perspectives.

Authors:

Daniela Markazi [1] [*] [^] dmarkaz2@illinois.edu

Luis Rodriguez [2] [^] lfr@illinois.edu

Dawn Owens [3] bluemoon@illinois.edu

Bibi Al-Ebrahim [4] bibi.alebrahim@amizade.org

Michael Fernández Frey [5] mf@causapr.org

Abstract ID :

IVEC65

Collective Intelligence, Transmedia Literacy, and Human Rights: User-Centered Collaborative Methods to Promote Diversity, Equity, and Inclusion in VE Environments

Submission Type : Workshop

Abstract Summary :

Emerging technologies facilitate and encourage the free flow of knowledge, making them indispensable allies in the advancement of civic engagement and fostering diversity, equity, and inclusion in Virtual Exchange practices. This user-centered collaborative workshop will examine current ICT trends, evaluate their application in light of pertinent instructional design principles, and examine actual data demonstrating their efficacy in socially responsible environments. A checklist for evaluating their impact and efficiency will be discussed. Participants will get a fundamental grasp of how to use digital technology to create COIL modules that support peace, justice, and human rights. This hybrid workshop's main objective is to train academics, practitioners, and instructional designers in the subject of transmedia literacy through the planning and execution of projects with significant social impact that promote ethical behaviors. Contextual strategies, scenario-based design, and design forecasting are some of the techniques covered in the session. Working teams will create high-impact projects under the direction of a set of learning goals arranged into stages of complexity and specificity through the use of cognitive methods and processes for autonomous learning. Participants will develop COIL modules incorporating digital tactics to encourage students to create instructional and informative social justice content for social media and digital networks. Participants will apply Bloom's taxonomy to develop educational strategies tailored to the needs of their students. Activities: (1) Remember: read and examine the SDGs and the Universal Declaration of Human Rights; (2) Recognize: list and choose certain provisions from each text; (3) Use: create goals and explanations for the creation of a COIL module; (4) Analyze: conduct surveys to gather information about the requirements and circumstances of potential students; (5) Evaluate: Write a report using the data from the survey to develop the plan; and (6) Construct: Describe a conceptual framework.

Authors:

José Luis Jiménez [1] * ^ jojimene@ucab.edu.ve

Mònica Puntí-Brun [2] ^ monica.punti@udg.edu

Abstract ID :

IVEC58

Combatting Digital Colonialism through Virtual Intercultural Collaboration across Socioeconomic Borders

Submission Type : Presentation

Abstract Summary :

Online collaboration across varying cultural and socioeconomic groups can create an experience of forced submission to vulnerability for those with limited resources throughout the international virtual exchange (VE) opportunity. The Global North can uplift its partners from the Global South when engaging in VE experiences that are inclusive and designed with accessibility at the forefront. VE partners can intentionally empower developing communities in alignment with the United Nation's (UN) Sustainable Development Goals (SDGs) by supplying opportunities to amplify disenfranchised voices and perspectives. By building connections to develop cultural resilience, the Global South perspective brings to Northern audiences novel ideas through a digital space designed for their empowerment. The digital environment and materials created for virtual exchange must work to balance out the intercultural privilege across the participating groups, and its activities must empower participants from the Global South to have an equitable experience in the exchange of ideas and knowledge. When the Global North participates in the VE experience, the presence of collaborators with greater levels of colonial influence impacts the equity of the accessibility to learning across participants. A past of imperialist pursuits by the Global North has created a foundation of social and economic expectations that have developed issues of insecurity, trauma, and mistrust that lurk beyond the positive intention of VE. This presentation will discuss the instructional design of virtual exchange that uses the best accessible design practices that enable learning across borders and active learning positioning, roles, and facilitation within international virtual exchange opportunities that deliberately work against digital colonialism practices that do not support the goals of justice and equity outlined in the SDGs for a positive influence towards the utopic collaboration of nations in the pursuit of a sustainable and secure global collective.

Authors:

Christelle Daceus [1] [*] [^] cdaceus1@jh.edu

Abstract ID :

IVEC220

Community, College, & Careers: Youth Seeking Connections

Submission Type : Presentation

Abstract Summary :
Through the workshop, World Learning will break down the experiential learning pedagogy and the technology utilized to design programming that holistically meets students' needs at each stage of their life. Our expertise is within transforming traditionally in person curriculum into games and activities online that simulate the same experience, making the lessons from them accessible to all who want to learn. We will break down the three areas our high school students need support most to first explore how it has historically been done in person with hands on activities; then apply our model for designing online content to demonstrate how we can not only reach the same objectives but also tailor them to changing student needs. Founded in 1932, World Learning's programs have reached over 162 countries to promote education, employment, leadership development, and civic engagement. Throughout the years, World Learning has worked to equip future leaders to address local and global challenges, including by helping young people find productive roles in their economies and societies. However, these roles have been changing with the rise of global crisis and conflict. With a depth of institutional knowledge, World Learning is uniquely positioned to transform how we prepare youth for the workforce that awaits. Combining tested curriculum with new technologies led to the creation of virtual exchange programs like The Experiment Digital, connecting over 3,000 high school students across the US and MENA since 2016. At the height of the pandemic, programs like The Experiment Digital provided youth with a sense of community and belonging which showcased how technology can be used to prepare our students for the challenges they will continue to experience. World Learning would like to share our model for transforming experiences online to help more educators prepare the next generation to join an ever-changing world.

Authors:

Katherine Hanson [1] [*] [^] Katherine.Hanson@worldlearning.org

Abstract ID :

IVEC198

Creative Global Learning at SHU: Focus on students' engagement

Submission Type : Flash Talk

Abstract Summary :

Sheffield Hallam University (SHU) is a large, applied institution in the north of England. SHU educates more students from underrepresented backgrounds than any other UK university, and has done so for five consecutive years, leading to the University being named "University of the Year" at the UK Social Mobility Awards 2021 in recognition of its work to advance social mobility through higher education. However admirable this achievement, participation in international mobility (for study, work placement or volunteering) is still very low and most of our students, who are from a disadvantaged background, are currently unable to take advantage of the full range of benefits that physical mobility affords (e.g., Tracy Ventura et al, 2016; Zimmermann et al, 2021). Virtual Exchange (VE) activities, with Collaborative Online International Learning (COIL) at the most interactive end, offer a sustainable and inclusive alternative to physical mobility (Rubin & Guth, 2022). The number of such activities grew significantly during the Covid 19 pandemic, with more and more institutions adopting them as tools to operationalise their internationalisation agenda. This is further encouraged by a wealth of literature highlighting the benefits of VE (e.g., Hackett et al, 2023). Considering all this, SHU is also embracing internationalisation at home by embedding global learning opportunities in the curriculum, with the ambitious target of at least one VE/COIL in every undergraduate course by 2026. Key to a successful VE/COIL is its curriculum embedded, bilateral, and equitable nature, usually strengthened by linking student engagement with module assessment (Rubin, 2022). However, at SHU this may not always be possible, due to the sometimes rigid UK University processes. This paper will present our strategy to overcome this challenge creatively in order to introduce widespread VE/COIL, to ensure student engagement - critical for future online collaborations that rely on a balanced student commitment across partner.

Authors:

Anna Maria DiBetta [1] [*] [^] a.m.dibetta@shu.ac.uk

Peter Mella [2] p.mella@shu.ac.uk

Bee Gan [3] [^] B.Y.Gan@shu.ac.uk

Critical Hope and Reshaping VE in Higher Education

Submission Type : Symposium

Abstract Summary :

Authors:

Abigail Bryant [1] [*] [^] abigail.bryant@suny.edu

Daniela Garcia [2] [^] daniela.nm.garcia@unesp.br

Hope Windle [3] hope.windle@oneonta.edu

Vitor Ierusalimschy [4] [^] vitori@id.uff.br

Priscilla Hoelz Pacheco [5] [^] priscillapacheco@id.uff.br

Jerrell Robinson [6] robinsonj@oldwestbury.edu

Abstract ID :

IVEC121

Critical Literacy, Math Literacy, and Language Learning with Universidad CEU Cardenal Herrera and SUNY Brockport: A Multidisciplinary Graduate and Undergraduate COIL Framework for International Learning in Teacher Education

Submission Type : Flash Talk

Abstract Summary :

The presenters will share about their experiences developing and participating in an undergraduate and graduate COIL. In this COIL, students from different educational disciplines collaborated to create a critically rooted text set around the Sustainable Development Goals (SDG) 4, 5 and 16 (see https://sdgs.un.org/goals) for elementary student literacy practice in school settings. In this Flash Talk, presenters will detail the research based framework used to develop and implement their COIL learning experience, which included students across disciplines and degree levels. Presenters will also discuss the implications of their framework for future international collaborations in teacher education and other disciplines. Drawing on autoethnographic methods, presenters will share their data informed decisions and revisions for future work. In this COIL, US math undergraduate students, US literacy graduate students and Spanish TESOL (Teaching English to Speakers of Other Languages) graduate students were asked to deepen their understanding of literacy connections and mathematical concepts and multicultural education through the development of a text set. The text sets were framed by critical literacy teaching which is not the same as critical thinking (Lee, 2011) but is instead a perspective for literacy instruction that seeks to disrupt inequality and directly question notions of power and privilege in text (Vasquez, 2014). Important to this collaboration is the relationship between math and literacy teaching. Buehl (2017) notes that it is imperative for math educators to consider the importance of disciplinary literacy as an avenue for student learning. It is through disciplinary literacy that math learners grow as speakers, listeners, and meaning makers in mathematics learning contexts. Therefore, ideas of multicultural children's literature and math concept learning were married in our collaboration to expand undergraduate and graduate students' understandings of critical literacy learning through a cross cultural partnership in the context of world relevant topics included in the SDG.

Authors:

Maria Calvo Barrachina [1] * ^   maria.calvobarrachina@uchceu.es

Kathleen Colantonio-Yurko [2] kyurko@brockport.edu

Janka Szilagyi [3] [^] jszilagy@brockport.edu

Abstract ID :

IVEC51

Cross-Cultural Alignment Model: Assessing the Impact of COIL on Nursing students

Submission Type : Presentation

Abstract Summary :

Purpose: Guided by the cross cultural alignment model, the purpose of this educational research was to analyze the impact of Collaborative Online International Learning (COIL) on knowledge, skills, and attitudes of undergraduate nursing students in two global partner schools within the US and Brazil. We also sought to determine whether student groups were impacted differently. Method: Students engaged in COIL in their undergraduate pediatric nursing course via synchronous and asynchronous learning sessions spanning 5 weeks within their semester. Learning objectives were: a) understand the experiences of families caring for a child with a chronic health condition across both countries, b) discuss the health care systems in both countries and how the role of the pediatric nurse compares, and c) explore family centered culturally responsive nursing care from an international perspective. The project received Institutional Review Board exemption from both institutions. Methods: Data were gathered from students using an optional, anonymous, online, retrospective pre posttest survey. Data collection spanned Fall Semester 2021 through Spring Semester 2023 and involved two cohorts of Bachelor of Science in Nursing (BSN) students (n=201) and two cohorts of accelerated BSN students (n=200) from a large public university in the US, as well as 4 cohorts of BSN students (n=150) from a large public university in Brazil. Data were analyzed to assess the overall impact of COIL on student learning, as well as differences in subgroups of students. Wilcoxon rank sum tests assessed variations in responses by country, cohort, gender, and age. In addition, free text responses were analysed. Results: COIL enhances student understanding of key global nursing concepts and culturally responsive care. Differences across schools as well as across cohorts are observed. Conclusion: COIL is a feasible and cost effective way to integrate global education into the curriculum of undergraduate nursing education. Recommendations for future COIL

Authors:

Lisa Woodley [1] [*] [^] lwoodley@email.unc.edu

Beth Cosgrove [2] [^] beth11@email.unc.edu

Maiara Rodrigues Dos Santos [3] maiara.santos@usp.br

Sharmila Udyavar [4] [^] sharmila_udyavar@unc.edu

Abstract ID :

IVEC122

Cross-cultural virtual exchange experience between Mexico & Poland. Lessons, strategies, and challenges of the virtual realm

Submission Type : Presentation

Abstract Summary :

Cross-cultural virtual exchange experiences between students and teachers worldwide started occurring when the Internet came into our schools and homes and facilitated the way to interact with people from different backgrounds and cultures. When the Covid 19 lockdown was enforced in many countries in 2020, professors around the world scrambled to organize online classes full-time for the first time in all major educational institutions and some procure international virtual sessions with partners from around the globe in order for their students to interact, learn and work together in different projects with students outside of their home countries. In this case study, we will present the results of projects carried out between Mexican & Polish students who participated in an intercultural & interuniversity virtual exchange program implemented during the Pandemic 2021, as well as the results from the continuation of the program after the restrictions of the pandemic were lifted, with the second group of students from both countries in 2022. This talk will discuss a collaboration between Adam Mickiewicz University, Poznań, Poland, and CETYS University, Mexicali, Mexico spanning over the period of two years. We will look at the teamwork dynamics and analyze the factors contributing to the quality of their collaboration. We will share some of the communication strategies applied by the participants during the project, and challenges encountered in the course of the project including different approaches to navigating time differences, work culture, and time management. Post-project feedback revealed most students agreed the collaboration increased their knowledge of different aspects of life in both countries, their cross-cultural communication skills, and their ability to engage with people from different backgrounds. Students also reported that participating in the exchanges increased their cross-cultural empathy and openness as well as their employability.

Authors:

Francisco Alberto Núñez-Tapia [1] [*] [^] francisco.nuneztapia@cetys.mx

Anna Kwaśniewska [2] [^] a.anna@amu.edu.pl

Abstract ID :

IVEC271

Cross-national peer-to-peer mentoring as a means of developing cultural literacy in teacher education

Submission Type : Presentation

Abstract Summary :

In this presentation I report on a novel International peer-to-peer mentoring scheme in which a sample of teacher trainees from the Universities of Gloucestershire, UK, and Girona, Spain, were given the opportunity to engage remotely with each other for a minimum period of six months. The virtual exchange was bookended by physical visits to enhance and embed the affective learning process. Both sets of students were undertaking teacher training but in different cultural and policy contexts. This cross-national mentoring scheme enabled the students to act as 'critical friends', pointing out differences and similarities in approach to training and placements and thereby aid the learning process through questioning taken for granted assumptions and practices within their respective learning environments. The scheme raises a number of issues around the development and scope of virtual exchange programmes; including the role of peer mentoring in the learning process, creating opportunities to supplement VE with in person visits, and whether formative VE programmes are a sufficient learning tool in and of themselves or whether within the HEI context they will inevitably become precursors to more summative approaches. This project was funded by the Janet Trotter Trust, UK; Erasmus +; School of Education and Humanities, University of Gloucestershire, UK; and the Faculty of Education and Psychology, University of Girona, Spain.

Authors:

Alex Masardo [1] [*] [^] amasardo@glos.ac.uk

Abstract ID :

IVEC290

Design Thinking, Social Entrepreneurship, and Cross Cultural Dialogue: case study of a Trinational virtual exchange

Submission Type : Presentation

Abstract Summary :

This paper reports a virtual exchange that took place during March and April 2022 and that involved three Higher Education Institutions: Penn State Lehigh Valley University (USA), AN-Najah University (Occupied Palestinian Territory), and the Higher Institute of Technological Studies of Béja (Tunisia). This project aimed to enhance students' creative and teamwork skills in a virtual and multicultural environment, preparing them for the global workplace and developing their global citizenship. 31 students participated in this virtual exchange and were split into 6 multicultural, gender-balanced, and multi-disciplined groups to develop social entrepreneurship projects that contribute to achieving Sustainable Development Goals using the design thinking methodology. The project also included cross-cultural dialogue activities. The results of the post-virtual exchange survey showed that students not only enhanced their awareness of their peers' cultures but also of global citizenship and sustainable development goals. There was also an increase in confidence and comfort of participants when collaborating in a multicultural and virtual setting to solve global complex issues. This presentation will discuss the different synchronous and asynchronous activities that were implemented to guide the students through this project, and the various channels of communication that were used. The results of the end-of-project survey will be discussed as well as the challenges faced and the lessons learned.

Authors:

Nadia Cheikhrouhou [1] * ^ nadiachikhrouhou@yahoo.com

Alia Gilbrecht [2] ^ alia.g@najah.edu

Islem Megdiche [3] islemmegdiche@beja.r-iset.tn

Tracey Carbonetto [4] tac24@psu.edu

Mahmoud Assad [5] m_assad@najah.edu

Abstract ID :

IVEC124

Designing a Virtual Exchange: On the Connection of Settings, Goals and Tasks in VE-Projects

Submission Type : Presentation

Abstract Summary :

While there are plenty of studies on the impact of virtual exchange projects, including small-scale as well as large-scale research, current literature lacks detailed descriptions of the design processes of virtual exchanges. Our presentation aims to explicate this process via detailed examples, thereby, discussing the influence of factors on the different levels as discussed by O'Dowd and Ritter (2006), such as differences in course organization of each involved group (socio-institutional level; ibid.). After a short literature review on tasks and task sequences in virtual exchange projects as well as the factors influencing the design of virtual exchanges, we will present two examples of our projects that have been implemented in diverse educational settings: a) bilateral exchanges between pre-service teachers and language learners (cf. Ketzer Nöltge & Markovic, 2022) and b) multilateral exchanges between different groups of pre-service teachers from up to four institutions (cf. Krengel, 2021). The goal of these examples is to exemplify the connection between contextual settings and instructional design decisions made to ensure a logical progression of learning objectives and tasks for all groups involved. Using these examples, we are evaluating the model of O'Dowd and Ritter (2006) and identifying possible additional variables that influence the design process of virtual exchanges as well as factors that should be considered for further projects. Ketzer-Nöltge, Almut & Markovic, Mihaela (2022). Fostering pre-service teachers' information and critical digital literacy skills through a COIL project. International Journal of TESOL Studies 4(3), 125 142. Krengel, Fabian (2021). "Glocal Education" Through Virtual Exchange? Training Pre-Service EFL Teachers to Connect Their Local Classrooms to the World and Back. Global Education Review, 8 (2-3), 138-153. O'Dowd, Robert & Ritter, Markus (2006). Understanding and Working with 'Failed Communication' in Telecollaborative Exchanges. CALICO Journal 23, 623-642.

Authors:

Almut Ketzer-Nöltge [1] [*] [^] Almut.Ketzer-Noeltge@uni-leipzig.de

Fabian Krengel [2] [^] fabian.krengel@sprachlit.uni-regensburg.de

Abstract ID :

IVEC28

Designing High Impact Virtual Exchange Practice at a Minority Serving University

Submission Type : Flash Talk

Abstract Summary :

Universities in the U.S. have greatly increased study abroad programs to raise global awareness in the past decades. However, low-income and minority students are still underrepresented in such experiences. William Paterson University (WPU) is a Hispanic and minority-serving institution with over 60% of the student body who are non-white. Inspired by the Collaborative Online International Learning Center (COIL), faculty members collaborated partner universities in South Korea in designing and providing the learning modules. From fall 2020 to fall 2022, over 134 undergraduate and graduate students in 6 classes participated in various exchange activities. Some of these students never took courses about other countries. Many of them work long hours while attending school, which may present added difficulties in carrying out international exchange projects. In this presentation, we will focus on specific challenges that low income working students might have experienced while engaging in global exchange projects. We will discuss helpful ways to design high impact virtual exchange activities with special considerations for the challenges encountered by students with significant time constraints. More specifically, we will explore strategies to overcome the time restrictions affecting working students, difficulties to incorporate synchronous components due to the time zone difference, and the potential lack of prior interests in the countries matched up by the instructors. Our recommendations will include tapping into students' interests in music, media and digital contents, and connecting to students' multi-cultural backgrounds. In addition, we will discuss the need to consider students' time constraints in the planning of the learning outcomes, and to make use of asynchronous components. In short, virtual exchange projects at institutions serving low-income students require greater involvement of instructors in moderating student activities. We will offer useful considerations for instructors' roles, based on our experiences of teaching and coordinating international exchanges projects.

Authors:

Carrie Eunyoung Hong [1] ^ honge1@wpunj.edu

Keumjae Park [2] * parkk4@wpunj.edu

Abstract ID :

IVEC62

Developing international business skills and evaluating the advantages of an international placement and learning experience in a virtual environment

Submission Type : Flash Talk

Abstract Summary :

This talk will focus on the following topics: * The value of intercultural collaboration in a virtual environment. * Student research capability and creativity based on a presentation-based assignment. * Discussion and reflection in an international virtual environment, based on the development of a reflective report. This talk will highlight how transnational collaboration can have a positive effect on a student's overall learning and understanding of internationalisation. It will also focus on the importance of being aware and having an understanding of the complexities of working in a real-world environment. Two case studies will be discussed. The first case study is based on a project with the Amsterdam School of International Business (AMSIB), where students were required to focus on the knowledge and skills required by the international business manager, when launching a new product and entering a new market. The second case study is based on a project with Muenster University of Applied Sciences (FH-Muenster), where students were required to reflect on the knowledge they require and the skills they would need to take full advantage of an international placement opportunity. It will demonstrate how different assignment formats can add value to a student's ability to take full advantage of career opportunities in the global business environment.

Authors:

Alison Pople [1] * ^ alison.pople@port.ac.uk

Abstract ID :

IVEC188

Dificuldades e Estratégias para o Teletandem no IFSP Ilha Solteira

Submission Type : Flash Talk

Abstract Summary :

O projeto Teletandem ocorre no IFSP Ilha Solteira desde 2020 em parceria com a Universidade Nacional da Austrália (ANU). Desde então, temos estudantes de Ensino Médio do IFSP interagindo com universitários da ANU e aprendendo de modo telecolaborativo inglês e português, respectivamente. Na Austrália, os alunos participam de modo integrado à disciplina de Português e, no Brasil, eles integram a atividade em horário extraclasse. Ao longo desse processo, o projeto sofreu alterações estratégicas para que a equipe conseguisse lidar melhor com as dificuldades que apareceram. Na primeira vez em que desenvolvemos o projeto, estávamos em período de ensino remoto emergencial, em decorrência da pandemia de COVID 19. Por isso, os participantes interagiram com seus parceiros de seus computadores e celulares, no horário que fosse conveniente para cada dupla. Esse modelo rendeu problemas como a não realização de encontros, a não reposição de interações, a falta de controle sobre os motivos que levaram a isso e a impossibilidade de substituição de participantes faltantes. O projeto não aconteceu em 2021 porque houve mudança na coordenação do Projeto na ANU e o novo coordenador não entendeu que a atividade seria integrada à disciplina – assim, não sendo obrigatório, os alunos de lá não apareceram para as sessões. Em 2022, tivemos 2 edições bem sucedidas do projeto (primeiro e segundo semestres) e colocamos em prática algumas mudanças para que pudéssemos lidar melhor com os problemas ocorridos em 2020: o projeto voltou a integrar a disciplina na ANU; a interação passou a ter horário fixo (8h da manhã no horário de Camberra/ Austrália); os professores coordenadores passaram a ser substitutos de eventuais faltantes; o controle em relação às faltas passou a ser possível; o projeto se tornou presencial no câmpus do IFSP Ilha Solteira e, assim, eventuais problemas com internet, webcam e microfone foram contornados.

Authors:

Cíntia Sanches [1] [*] [^] cintia.martins.br@gmail.com

Digital Internationalisation in Higher Education: The Main Take-Aways from DAADs Three Digital Funding Programs

Submission Type : Presentation

Abstract Summary :

The DAAD sees the systematic integration of digital elements into its programs as an opportunity for greater participation, efficiency, and sustainability. In addition to mainstreaming digitalisation into its internationalisation activities, the DAAD's digitalisation programs provide strategic support to universities to develop and expand international higher education partnerships and worldwide mobility by tapping digital possibilities. In this context, this presentation is divided into three parts: Firstly, DAAD's "Strategy 2025" will be presented to situate the DAAD in the field of worldwide internationalization agencies. The focus is on its activities, ranging from the support over 100,000 students and researchers with (digital) scholarships to become globally mobile, the internationalization of German universities, the German language abroad to assisting countries in the Global South in establishing more effective university structures and advising decision makers on matters of education and development policy. In particular, the extension and strengthening of academic exchange through digital formats will be highlighted. Secondly, the DAAD's digital programs, IVAC (International Virtual Academic Collaboration), IP Digital (International Programmes Digital) and IMKD (International Mobility and Cooperation through Digitalisation), funded by the German Federal Ministry of Education and Research (BMBF) will be briefly introduced and the results of a recent study evaluating these programmes will be presented. The results cover opportunities and challenges of digital internationalization and recommendations for further actions, showing for example why higher education institutions engage in virtual exchange and which impacts it has on the implementation of strategies as well as on competence development. The results of the study will be complemented by learnings from the accompanying community of practice. Thirdly, the results will be discussed against the background of worldwide changing mobility and exchange patterns, which have an impact on how higher education institutions approach digital education and sustainability.

Authors:

Ann-Kristin Matthé [1] [*] [^] matthe@daad.de

Tharane Thananchayen [2] thananchayen@daad.de

Abstract ID :

IVEC203

El impacto de la actividad Icebreaker en el rendimiento académico de los estudiantes en una experiencia de colaboración internacional.

Submission Type : Presentation

Abstract Summary :

En este mundo globalizado es sumamente importante que los estudiantes universitarios vivan experiencias académicas internacionales. La universidad debe formar profesionales que puedan examinar problemas locales y globales para comprender y apreciar diferentes perspectivas y visiones del mundo. La experiencia de colaboración Global Classroom reportada en esta investigación se basa en la metodología de enseñanza aprendizaje COIL y fue implementada en dos Universidades de América Latina. La pregunta que guía la investigación es: ¿Cuál es el impacto de la actividad Icebreaker en el rendimiento académico de los estudiantes en una experiencia de colaboración internacional? Bajo una metodología mixta, usando análisis de textos y estadistica descriptiva; se analizan dos experiencias de colaboración internacional con el mismo tema implementado: Análisis matemático del fenómeno social migración. En la primera, donde participaron 21 alumnos del Tecnológico de Monterrey (ITESM) y 24 de la Universidad San Francisco de Quito (USFQ), se dedicó una semana a la actividad Icebreaker con acciones sugeridas por las docentes. En la segunda, donde participaron 23 de ITESM y 11 de USFQ, se dedicaron 2 semanas a la actividad Icebreaker con acciones propuestas por los estudiantes. En ambas implementaciones los estudiantes aseguran que la actividad COIL amplió su visión del mundo, logrando un aprendizaje más significativo al poder comparar el fenómeno migración en los dos países, con ello se desarrollaron las competencias globales respeto por la cultura y sus pares, valorar y apreciar las diferencias y visión global. Reportamos que la segunda implementación favoreció significativamente el rendimiento académico de los estudiantes medido en calificaciones e impactó positivamente en la experiencia; los estudiantes afirman que buscarían nuevamente materias que les brinden esta experiencia internacional ya que no encontraron limitantes para trabajar con éxito, a diferencia de la primera donde señalaron que la comunicación, el horario, entre otros les impidieron vivir una experiencia

Authors:

Maritza Peña Becerril [1] [*] [^] maritza@tec.mx

Viviana Guerrero [2] [^] vguerrero@usfq.edu.ec

Abstract ID :

IVEC168

Engagement through partnership: An interactive & international digital learning experience – A case study of a COIL between UK, Germany and South Korea

Submission Type : Presentation

Abstract Summary :

In Winter 2021/22, HRW (Germany), Coventry University (CU, UK) and Kyungpook National University (KNU, South Korea) carried out their first joint collaborative online international learning (COIL) project to transform conventional teaching into an interactive and international learning experience. Different local courses were transformed into one multicultural student-centred module, which led to a virtual student conference on the topic of "Strategies in a Post-COVID World - Ways out of the Crisis". The 4-months lasting project fostered 21st century skills in higher education (Binkley et al. 2012) by combining the students' diverse and inclusive cultures and perspectives into curricular practices, but also by facing the challenges of working in international cross-educational teams. Our virtual project-based learning (PBL) approach (Krajcik & Blumenfeld 2006) was to prepare students to understand diverse international cultures (Zhang & Pearlman 2018) by improving - Digital, communication and collaboration skills - problem solving skills - perseverance and motivational skills - intercultural and diversity awareness and competencies; and - methodical skills. Students from the three institutions were working on two major tasks (a conference presentation and an organisational task) in gender- and nationality-mixed groups and were formed based on Belbin's (2010) theory with regards to team roles helping to organise and lead an international conference with keynote speakers, group presentations, roundtable discussions and honouring best paper awards. We will present: - the objectives and journey of our COIL - Framework and timeline - Insights into our virtual classes, student tasks, digital tools, coaching sessions, peer review and final virtual conference - Evaluation & lessons learned We will share the main findings including data from the student evaluation and discuss to what extent 21st century skills were supported with our COIL. Our findings lend support that virtual internationalisation in conjunction with PBL promotes 21st century skills relevant for a globalised marketplace.

Authors:

Sathees Kunjuthamby [1] [*] [^] s.kunjuthamby@gmail.com

Isabel Lausberg [2] Isabel.Lausberg@hs-ruhrwest.de

Abstract ID :

IVEC165

Engaging the 'borders' of Globally-connected pedagogical spaces: A case study of the Global Classroom for Democracy Innovation (GCDI)

Submission Type : Flash Talk

Abstract Summary :

The Global Classroom for Democracy Innovation (GCDI) brings together university students and civil society actors from around the world in a collaborative online format for cross cultural engagement, learning, and impact. We aim to deepen collaborative pathways towards critical global citizenship and social change, offering students professional skills development including facilitation training and design thinking, and opportunities for applied learning within curricular and co curricular settings (Najafi et al., 2017; Starke Meyerring & Wilson, 2008). This presentation focuses on a range of insights gained from the unique partnerships that made this work possible in terms of globally networked learning, and the design thinking methodology (Manzo & Garzon, 2011) used to facilitate online student project development around the topics of Climate Change and Democracy. Participants will be engaged through live presentation polling, open ended questions, and speed round table chats (if applicable) intended to spark conversation among the audience and presenters. This presentation highlights insights from the collaborative development of the Global Classroom for Democracy Innovation (GCDI), and its month long virtual pilot workshop, the 'Climate Change Design Jam.' Emerging from an integrated learning partnership between Hart House, University of Toronto, and the Department of Global Development Studies, at the University of Toronto Scarborough, the project expanded to include Stellenbosch University, South Africa, University West, Sweden, and civil society partners, the Vancouver Design Nerds. Partners bring unique skills to the GCDI, and have co designed new processes and methods for virtual, global student engagement and dialogue. GCDI hosted the 'Climate Change Design Jam' over four consecutive weeks in March 2022. We employed a design thinking methodology to facilitate online student project development around the interconnected and broad topics of climate change and democracy. Students and student facilitators were guided through the process of design thinking to develop grounded projects that address

Authors:

Matthew Wingfield [1] [*] [^] mattwingfield5@gmail.com

Marco Adamovic [2] marco.adamovic@utoronto.ca

Jesi Carson [3] jesi.carson@gmail.com

Bettina Von Lieres [4] bettina.vonlieres@utoronto.ca

Mukisa Mujulizi [5] mukisa@designnerds.org

Abstract ID :

IVEC155

Examining Equity and Inclusion Challenges for International Virtual Exchange

Submission Type : Symposium

Abstract Summary :

Authors:

Margaret Workman [1] [*] [^] mworkman@depaul.edu

Isidore Udoh [2] iudoh@depaul.edu

Divinia Jithoo [3] [^] DiviniaJ@dut.ac.za

Pauline Essoka [4] pessoka@gmail.com

Raphael Offiong [5] [^] raphyxx5@gmail.com

Christie Klimas [6] [^] cklimas@depaul.edu

Odair Almeida [7] [^] odair.almeida@unesp.br

Harshita Tripathi [8] [^] harshita.tripathi@snu.edu.in

Daniel Otieno [9] [^] coachdanco@gmail.com

Abstract ID :

IVEC308

Exploring Emerging Technologies Globally: an Opportunity for Inclusive and Collaborative Learning

Submission Type :

Abstract Summary :

Authors:

Virgílio Almeida [1] * ^ anacbsalomao@gmail.com

Abstract ID :

IVEC169

Exploring the impact of virtual exchange on intercultural competence development among college students

Submission Type : Flash Talk

Abstract Summary :

SUNY Empire State, and its partner in the Dominican Republic, Universidad APEC, received two State Department grants through the US Embassy in the Dominican Republic allowing them to develop a multi-disciplinary virtual exchange program (VEP). As part of the project, an inter-institutional research team designed and conducted longitudinal research initiated in 2021 to evaluate students from different perspectives. This presentation will share the first stage results through March 2023. The team used instruments based on OECD and the Stevens Initiative to study international experience and frequency of exposure to foreign cultural contexts, experience in VEP, demographics, skills, and global competencies. The questionnaire was shared through virtual courses on Moodle created for this program and emails to all students using a link created on Survey Monkey. Variables evaluated were areas of study (business, social science, public affairs, among others); willingness to participate with international students; exposure to multiculturality and different languages; and global competencies such as digital literacy, effective communications using digital tools, better intercultural understanding, intercultural communications, and ability to work in cross-cultural teams. 776 students from the ages of 18 to 64 and 64 faculty participated in the VEP over a two-year period. Findings demonstrate that students recommend the VEP to other students (US 85.72%, DR 93.11%), the willingness to have more opportunities to share learning with students from other countries (US 76.19%, DR 91.38%), VEP improved learning in the courses (US 80.95%, DR 94.83%), and learning something new about another country or culture (US 90.47%, DR 94.82%). We will exhibit the findings using descriptive statistics.

Authors:

Lorette Pellettiere-Calix [1] [*] [^] lorette.calix@sunyempire.edu

Linda Jones [2] [^] Linda.Jones@esc.edu

Sandra Winn [3] [^] sandra.winn@sunyempire.edu

Melissa Rosario [4] [^] morosario@adm.unapec.edu.do

Luis Camacho [5] Luis.Camacho@esc.edu

Elsa Moquete [6] emoquete@adm.unapec.edu.do

Abstract ID :

IVEC267

Exploring the Social Justice Dimension of Innovative Collaborative International Learning (COIL) Courses Between Global Partner Institutions Through a World Café Methodology

Submission Type : Workshop

Abstract Summary :

In higher education the internationalization of curriculum opportunities to advance students' global competencies have increased as a result of policy imperatives shaping teaching and research, as well as the effects of the COVID 19 pandemic which accelerated global connectivity through the use of a range of technologies (Jooste & Hagenmeier, 2022). Both online technology and tele communication have enabled educators and students around the world to cross boundaries while interacting and collaborating effectively (Authors, 2023; Goodwin, 2020; Hauck et al., 2020; Kerkhoff et al., 2021; Kerkhoff et al., 2021; Starkey, 2020). COIL courses have been found to provide opportunities for lecturers and students to participate in global teaching and intercultural learning through international collaboration at "home" (Gokcora, 2021). These trends highlighted issues of social justice in our pedagogical and collaborative practices (Jooste & Hagenmeier, 2022). This workshop aims to offer an interactive and creative space through a World Café methodology in which the audience can explore how their COIL courses enhance social justice practices. Through an interactive process, the facilitators will guide participants in the sharing and analysis of their COIL experiences using the key dimensions of Fraser's (2008; 2009) social justice framework. Fraser's (2008, 2009) framework focuses on the economic, cultural and political dimensions of social justice. These three dimensions correspond to the systems of redistribution, recognition and representation. According to Fraser (2008) if all three dimensions are addressed and all conditions are met, then participatory parity can be achieved. In higher education, lecturers engaged in social justice pedagogy would need to consider what could prevent students from participating as equals in each of these dimensions. This workshop aims to highlight some of the tensions and key lessons learnt in developing COIL courses that can promote social justice pedagogical practices and enhance global competence for both students and lecturers.

Authors:

Karen Collett [1] [*] [^] kcollett@uwc.ac.za

Alina Slapac [2] [^] slapaca@umsl.edu

Abstract ID :

IVEC241

Faculty Awareness, Perceptions, and attitude toward Virtual exchanges: A Case Study

Submission Type : Flash Talk

Abstract Summary :

West Virginia Higher Education Policy Commission (HEPC) had made Collaborative Online International Learning (COIL) as one of their international educations as one of the priorities during the pre-pandemic years. The support included faculty partner match, funding for travel, and partner development grants. In this effort, there were several training courses provided to West Liberty University. Despite the support, Virtual Exchanges at West Liberty University was not successful, and only a handful of courses have utilized this educational practice during the support period. This lack of interest and motivation calls for further investigation on faculty challenges and barriers to undertake Virtual Exchanges in their courses. Moreover, the awareness, attitude, perception and strategies to enhance such collaboration has not been explored at the institution level. Therefore, investigation related to promoting virtual exchanges would not only provide information on the status of knowledge and awareness, but also provide insight on what strategies would advance virtual exchanges on courses, that would add internationalization of the curricula. Therefore, this exploratory study gathers information on faculty knowledge, perception and attitude towards Virtual Exchanges, and identifies the challenges and motivation to implement VE in their courses. A twenty-six-item survey was developed to measure faculty awareness (three multiple choice items), values (three semantic differential items), perceptions (seven items in the Likert scale), seven demographic items. The research findings suggest that although most faculty believed virtual exchanges were beneficial and important, few were interested in implementing it in their courses. The most common barriers were lack of training, incentives, and time constraints. The study also identified the preferred mode of incentives faculty perceived to be a motivator in implementing Virtual Exchange in their courses. The research findings will be valuable in developing faculty development strategies and increasing Virtual Exchanges in the university curricula.

Authors:

Vishakha Maskey [1] [*] [^] vmaskey@westliberty.edu

Abstract ID :

IVEC32

# Filling two needs with one COIL: US-Japan interdisciplinary collaboration

Submission Type : Flash Talk

Abstract Summary :

This presentation will report an annual Collaborative Online International Learning (COIL) project between a content course taught in English at Nanzan University (NU, located in Japan) and a Japanese-language course at the University of North Georgia (UNG, located in USA). Shared learning objectives include to practice communicative skills in the target languages through synchronous video discussions on assigned topics and to engage in critical writing in the target language, reflecting on the discussions. There are two sets of activities: (1) NU-centered, English-based activities and (2) UNG-centered, Japanese-based activities, which take place concurrently. Some preliminary and reflective activities are done individually (e.g., discussion posts, journal, and reflection papers), while online discussions are conducted in transpacific groups both in class and outside the class period. For English discussions, all students read an assigned chapters of a book on the topic of corporate Englishnization, post discussion questions on the shared LMS, and engage in transpacific discussions during the NU's class period every two weeks. For Japanese discussions, UNG students create and post discussion questions in Japanese on their selected topics about Japanese culture and meet their NU partners online weekly based on the group members' availability. After six weeks of collaboration, each student writes a reflective essay in the target language following the guided drafting process. Running the two sets of activities could confuse students easily and requires careful preparations, clear instructions, and a high level of instructor involvement. This particular project has been conducted three times, and various modifications have been made for improvements. Through describing the most recent case as well as the modifications made, this presentation will provide insight into how instructors can guide students and help maximize their learning in COIL.

Authors:

Tomoe Nishio [1] * ^ Tomoe.Nishio@ung.edu
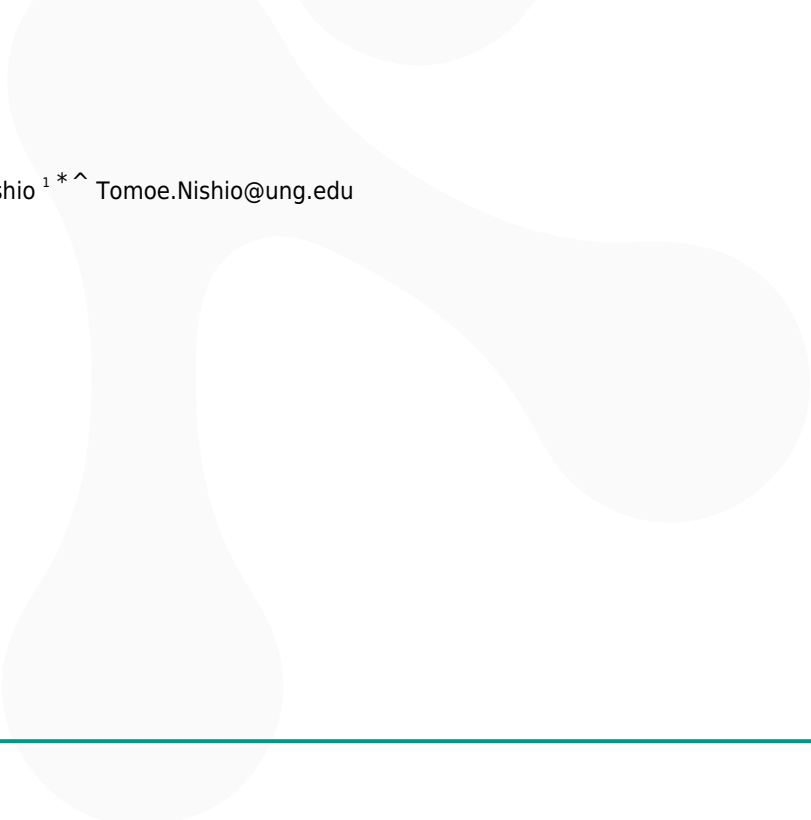
From Virtual Exchange to Critical Virtual Exchange

Submission Type : Presentation

Abstract Summary :

Currently VE is being hailed as a strong catalyst in advancing the internationalization of HE curricula, known as Internationalization at Home (IaH) (Beelen and Jones 2015; O'Dowd & Beelen 2021). Exchanges are known to prepare students for the globalized digital workplace as they focus on transversal skills like problem solving, teamwork and leadership, foreign languages, communication, critical and innovative thinking and media and information literacy (Crawford 2021). However, VE-based IaH is not inherently equitable and inclusive. Like other forms of online or blended education, it is prone to Western hegemonies and influenced by inequalities in access to and experience with technology, institutional constraints (e.g., lack of support and incentives for educators), gender, race, age, English language dominance, and socio-political and geopolitical challenges (Helm 2020). In this contribution we will frame the nascent field of critical VE (CVE) (Hauck 2020; Klimanova & Hellmich 2021) that aims to ensure more equitable and inclusive exchange experiences for a diverse student body through: a) The use of low-bandwidth technologies b) A focus on students underrepresented in IaH (e.g., from low socio-economic backgrounds) c) Student exchange project topics aligned with the UN SDGs d) The integration of local student outreach work with NGOs, charities, etc. e) Translanguaging practices Importantly, CVE is informed by critical digital literacy (CDL) that leverages digital technologies for social justice-oriented action and change, e.g., by reaching out to a wider, more diverse range of students in collaborative online learning projects (Darvin, 2020; Nicolaou, 2021) such as those implemented in VE contexts. CVE is VE through the social justice lens. We will present and discuss examples of CVE and point to implications for future research.

Authors:

Mirjam Hauck [1][*][^] mirjam.hauck@open.ac.uk

Ana Cristina Biondo Salomão [2][^] ana.salomao@unesp.br

Müge Satar [3][^] muge.satar@newcastle.ac.uk

Abstract ID :

IVEC231

GARD 2023 Forum: Innovation Challenge and a case study on online/hybrid mentorships

Submission Type : Flash Talk

Abstract Summary :

Michigan State University's Global Youth Advancement Network (GYAN) is a coordinating platform for research and international development activities related to the education, entrepreneurship, mentoring, and leadership training of youth. GYAN offers a diverse range of youth-focused and youth-led programs, projects, and events in collaboration with a diverse array of local and international stakeholders. One of GYAN partners is the Global Alliance for Rapid Diagnostics (GARD), a multidisciplinary peer-to-peer network of equals committed to improving health worldwide. Every year, the free virtual GARD Forum allows experts, academics, and participants to discuss the use of innovative technologies to sustain all aspects of health. One part of the GARD Forum is the Innovation Challenge, a competition in the form of three-minute elevator pitches open to students (undergraduate and graduate) and professionals worldwide, with the goal of fostering ingenuity, leadership, entrepreneurship, and collaboration in solving relevant global problems. A panel of expert judges reviews all pitches and awards cash prizes to the best three proposals, which can be individual or team-based. GYAN was responsible for organizing and implementing the GARD 2023 Forum: Innovation Challenge, open to proposals focused on solving challenges related to sustainable food systems, food wastes, ocean plastics, easily preventable vector-borne diseases, or other health or environmental challenge proposed by the competitors. This Innovation Challenge was unique because it planned for a pre-event online mentoring opportunity to share resources and assist competitors with their pitches' preparation, and a post-event hybrid mentoring opportunity to help interested participants improve and potentially move forward with their innovative ideas. In this Flash Talk (English and/or Portuguese), GYAN will share insights about the GARD 2023 Forum: Innovation Challenge and its online/hybrid mentorships, focusing on successful practices, identified challenges, and improvements for future offerings of this event.

Authors:

Leticia Cherchiglia [1] [*] [^] leticia@msu.edu

Abstract ID :

IVEC159

Global Borders and Belonging: An Arts in Health COIL program between Brazil, the US, and the Netherlands.

Submission Type : Flash Talk

Abstract Summary :

This case study reports on a novel COIL program conducted in 2022 by three global partners: University of Florida (UF), University of Groningen (UGG), and Sao Paulo State University (UNESP), Global Borders and Belonging; a virtual investigation was an innovative program designed to integrate professionals and students from different cultural backgrounds through the field of arts in health. The program professors attended an 8 week virtual exchange training provided by UF where they developed the program curriculum. Six undergraduate research students from UF, 17 Arts in Health students from UGG, and 8 medical students from UNESP participated in the program. Blackboard, Zoom, and What's App were the primary methods of communication. Across 15 weeks, students collectively investigated connections between borders, health, and access to healthcare through a variety of research methods. First, students contrasted and compared their vastly different healthcare systems and developed a set of research questions that they investigated through ethnographic and participatory action research methods in their respective countries. Teams then thematically analyzed their data and shared their results with the group. Then, through a collaborative play building process guided by the course instructors, students transformed their research into a series of original health communication videos and short plays. This presentation shares the process the instructors used to engage students in a multi faceted process in three countries and highlights how arts based research methods can be useful to students across disciplines to develop: 1) global awareness around healthcare systems and health access, 2) creative methods of conducting and disseminating research, and 3) collaboration skills through solving complex problems in intercultural teams. Following the report on the methods used to create and deliver the program, the presenters will share the results of the pre/post program intercultural communication survey (currently being analyzed) that was administered to

Authors:

JEFFREY PUFAHL [1] [*] [^] jeffpuf@ufl.edu

Paula Hokama [2] [^] paula.hokama@unesp.br

Denise Zornoff [3] [^] denise.zornoff@unesp.br

Abstract ID :

IVEC44

Global Citizenship for Educators: Navigating Glolocal diversities through Virtual Exchange

Submission Type : Flash Talk

Abstract Summary :

The context of 'global precarity' in which we are all living requires fundamentally new dispositions and aptitudes of global citizenship for educators and their students. Virtual educational exchange affords an opportunity for faculty and students to have a global experience. Faculty from 6 Universities designed and implemented a Virtual Exchange programme. This virtual exchange experience offered an alternative opportunity to acquire global connections, global experience, and global awareness. The course activities are organized around 3 main projects: 1) The Global in the Local; 2) Learning from Educators Around the world; and 3) World embracing vision and awareness of global oneness. The exchange involves a combination of asynchronous learning and multiple, flexible synchronous interactions according to time zones. Individuals collaborate across space in small groups to complete their assignments. This article is a case study of the project design and implementation. Lessons learnt and experiences of the facilitators will be analysed and discussed considering the emergent themes. A content analysis of the students reflective experiences will provide in depth understanding of their perspectives of the exchange and important takeaways. It is hoped that this case study will act as an example for faculty interested in inculcating a global learning innovation into their teaching.

Authors:

Daniel Otieno [1] * ^ coachdanco@gmail.com

Tanja Sargent [2] tanja.sargent@gse.rutgers.edu

Mary Curran [3] mary.curran@gse.rutgers.edu

Abstract ID :

IVEC301

Global Virtual Exchange: Faculty Development, Student Access, and Sustainable Partnerships

Submission Type : Flash Talk

Abstract Summary :

Texas Global at The University of Texas at Austin (UT Austin) launched the Global Virtual Exchange initiative to lead and facilitate transformative online connections between UT Austin students and faculty, and their colleagues around the world. Texas Global supports course development and implementation for UT Austin faculty and their international partners to design engaging, digital learning activities that align with the Collaborative Online International Learning (COIL) model. This presentation provides an overview of the Global Virtual Exchange initiative and outlines the recent innovations in vision and structure, which build upon an initial program concept that began in 2016. Examining the significant impact of these innovations on the faculty, students, and the institution, the presentation demonstrates the value of Global Virtual Exchange within campus internationalization.

Authors:

Lena Suk [1] [*] [^] lena.suk@austin.utexas.edu

Abstract ID :

IVEC229

Global Youth Advancement Network: commitment to advancing virtual exchange through the lens of the United Nations' Sustainable Development Goals

Submission Type : Flash Talk

Abstract Summary :

Michigan State University's Global Youth Advancement Network (GYAN) is a coordinating platform for research and international development activities related to the education, entrepreneurship, mentoring, and leadership training of youth. Our commitment to innovating global solutions and creating global citizens is evident through a diverse range of youth-focused and youth-led programs, projects, and events in collaboration with local and international stakeholders. We are also invested in advancing and raising awareness about the United Nations' Sustainable Development Goals (SDGs), and evidence of such is GYAN's recognition as a "Youth Knowledge Product Contribution" to UNESCO Higher Education Roadmap 2030, an initiative focused on enabling rich global conversations about how to best reinvent higher education. GYAN's programming reflects our mission of offering global youth opportunities to exchange and develop novel ideas, build strong networks, and collaboratively create a more sustainable and equitable future. One of the key intervention areas of GYAN's work is to help develop educational content that is not only culturally relevant and appropriate to the language, literacy, and local realities of target communities, but also reflects state-of-the-art pedagogy hence including participatory, multimedia, blended learning approaches, and diverse delivery mechanisms (in-person, hybrid, and online). In this presentation (English and/or Portuguese), we will discuss practices and challenges related to global youth programming. Insights about specific GYAN's initiatives that are more closely related to virtual exchange and advancing the SDGs will be shared, such as the Global Voices Program (a space for global youth's voices to be heard and amplified), the Innovation Collaboratory (an online youth-led event in celebration of International Youth Day), and the Innovation Challenge (a competition part of the virtual Global Alliance for Rapid Diagnostics Forum, focused on fostering youth ingenuity in solving relevant health-related global problems).

Authors:

Leticia Cherchiglia [1] [*] [^] leticia@msu.edu

Abstract ID :

IVEC90

Going Beyond English as the Business Lingua Franca: Experiential Learning and Multilingualism in a Franco-American COIL Project

Submission Type : Presentation

Abstract Summary :

The use of English as the global business lingua franca has often been seen as controversial as one might argue that it contributes to linguistic imperialism, communication difficulties and the devaluation of other languages, while imposing a host of ideologies and practices (see Pennycook 1994, Phillipson 2003, Cogo & Yanaprasart 2018) As an alternative, the Intercomprehension Approach was considered by the European Union to promote multilingualism among speakers of similar languages where each person uses their own language and understands that of the others (see European Commission 2012). The Intercomprehension Approach has also been shown to be effective between speakers of French and English (Dufour 2018). In this presentation, we report on a higher education COIL learning experience for students in Language for Special Purpose (LSP) courses. Course A (Michigan State University, USA), "French for Finance", focuses on vocabulary acquisition and oral expression relating to stock market investments. Course B (Université de Lorraine, France), "Practicing Technical Language", focuses on specialized English language skills relating to business and financial communication. Students collaborate in an online setting, to produce specialized, professional documents. First, we discuss the steps involved in designing and integrating the COIL project into the curricula and assessment criteria of two existing courses. Second, we zoom in on the ways in which students undertook language choices, examining how they universally rejected a lingua franca approach, preferring instead to communicate systematically in the language of the 'other'. Interpreting these observations in light of a Lingua Franca vs Intercomprehension Approach dichotomy, we critically reflect on the effects and learning outcomes of COIL pedagogy and its possible repercussions for professional business language practices. We show how COIL created a dynamic and experiential environment that seems to foster multilingual practices, promote multiple facets of learning and enhance students' global collaborative abilities in a semi

Authors:

Antoinette Tessmer [1] [*] [^] tessmer1@msu.edu

Adam Wilson [2] adam.wilson@univ-lorraine.fr

Abstract ID :

IVEC158

Growing and sustaining VE: A European research university's learning journey towards larger scale implementation

Submission Type : Presentation

Abstract Summary :

Virtual Exchange (VE) is a well documented (e.g. Rubin & Guth, 2022), evidence informed (EACEA, 2021; Stevens Initiative, 2022) educational practice, but the pace and extent of sustained institutional implementation differs considerably between Higher Education Institutes (HEIs) (EVOLVE Project Team, 2020). Since there are many factors (regional, institutional, academic, disciplinary) impacting adoption and sustainability, VE implementation must be contextualised in the university settings, academic programs and courses in which it is to be accommodated. We will present a case study on growing and sustaining VE in a large sized Western European research university, with a strong international profile. The university has been applying VE, with interruptions and restarts, since 2010, but the COVID 19 pandemic has spurred off further interest. Supported by a national funding initiative, VE has expanded to approximately 20 collaboration projects in 2023. Sustained use of VE depends on many different factors, such as the support and training available to educators, equity and co creation by the partners, stability of the partnership, integration at course level, and compliance with learning outcomes and alignment with strategic objectives. Many configurations of factors are possible and to date little is known about how these converge or diverge at institutional level. In our presentation we will focus on the results of surveys and interviews held with educators and other stakeholders on these critical aspects of implementation. The presentation is based on a mixed methods approach in which quantitative data from the surveys are combined with qualitative outcomes from open ended questions and interviews. We are currently in the process of collecting and analysing the results. The presentation should be of interest to other HEIs challenged with giving VE a place in the wider landscape of teaching and learning innovations.

Authors:

Sake Jager [1] ^ s.jager@rug.nl

Juan Alba Duran [2] * ^ j.alba.duran@rug.nl

Gerdientje Oggel [3] ^ g.a.oggel@rug.nl

Abstract ID :

IVEC136

GSL Classroom and the Chamber of Secrets: The Journey throughout Institutionalization of COIL Initiatives

Submission Type : Presentation

Abstract Summary :

The design, implementation, and institutionalization of online internationalization initiatives, such as COIL and Virtual Exchange, have experienced exponential growth due to the search for new internationalization opportunities for students derived from the COVID-19 pandemic. Since 2019, through the Global Shared Learning: Classroom (GSL Classroom) initiative, at Tecnológico de Monterrey, we have embarked on a journey full of learning, where we have allowed ourselves to experiment, innovate and identify areas of opportunity and improvement. With this, we learn, grow and define new strategies and methodologies according to the needs of our primary audiences: faculty, students, and administrators. The implementation of a continuous improvement mindset has allowed us to achieve more than 500 online internationalization collaborations (an average of 120 collaborations per semester since Fall 2021) with the participation of 19,346 students and 740 professors (Tec and international) in collaboration with more than 200 international universities from 41 countries around the globe. All of this is through institutionalization work, establishing detailed guidelines and requirements using a call for proposals that allows us, from the beginning, to have a clear idea of the commitment of the participants and the quality of their international collaboration plans. According to Doscher (2018), these types of global initiatives require an ongoing process of perfecting and learning through the journey of continuous improvement. Therefore, this presentation, created by the Tecnológico de Monterrey GSL Classroom team, seeks to share the learnings and recommendations to institutionalize and scale COIL initiatives in universities through the following main topics: Standardization of requirements to give institutional recognition to international online collaborations (COIL/VE) Faculty Training Call for Proposals Guidance and Support (GSL Classroom Team) Centralization of GSL Classroom Coordinators Matchmaking Process Faculty Recognition Students Recognition

Authors:

Ricardo Lyle Bañuelos [1] [*] [^] ricardolyle@tec.mx

Monserrat Balandrano [2] [^] monsebalandrano@tec.mx

Gisselle Morales [3] [^] gisselle.morales@tec.mx

Abstract ID :

IVEC156

Happiness and Joie: A Mixed Methods Study of Intercultural Communication and Student Well-Being in Virtual Exchange

Submission Type : Presentation

Abstract Summary :

In 2009, a leading British scholar of occupational therapy issued a ringing call for educators in the field to embrace internationalization as a vehicle for enhancing the multi-cultural skills of health care providers (Horton, 2009). While initially this exhortation resulted primarily in the development of physical exchange programs, the present study assesses how a short-term virtual exchange not only provided students with new intercultural skills, it also contributed to their positive well-being. The latter is especially salient as universities around the world find themselves dealing with an unprecedented mental health crisis (Pandya & Lodha, 2022). Indeed, it is well-established that happiness, i.e., perceptions of positive well-being and life satisfaction, are socially and culturally constructed (Senik, 2014; Veenhoven, 2012). For this course, occupational therapy students from two countries (the United States and France) engaged virtually to consider different cultural perspectives on topics such as happiness, mental health, and well-being; and how these topics related to the development of critical competencies for health care workers in both countries. This paper session will provide findings from a mixed-methods, cross-cultural study (n=25). The study assessed intercultural competencies and individual and collective well-being (via per and post surveys). as well as gleaned insight into how students from both countries constructed and interpreted happiness (via a method of qualitative analysis referred to as PhotoVoice or photo elicitation) (Gray et al, 2018; Ryan et al, 2020). The presentation will utilize words, numbers, and images to provide participants with a glimpse into how these students integrated the meaning(s) of happiness into their life and work.

Authors:

Tammy Divens [1] [*] [^] tsd13@psu.edu

Laura Cruz [2] [^] lxc601@psu.edu

Jessica Divens [3] [^] jrd6119@psu.edu

HIP to COIL - Creating a common language across campus culture with COIL at its center will enable faculty, staff and administrators to align their DEI Strategic Plan through the use of High-Impact Practices.

Submission Type : Presentation

Abstract Summary :

While COIL connects faculty and students across the globe bringing project based learning and intercultural humility to all, back on campus, it can be a lonely adventure when few faculty onboard and/or when the administration is unable to see the vast rewards a campus culture reaps from engaging with COIL. A common language is needed to bridge this gap, a recognizable language immediately connoting a necessary action to bring COIL to campus – and High Impact Practices facilitate it. HIPs are educational practices that increase rates of student retention, student engagement and path to completion for students across diverse backgrounds. They offer more reward than non HIP programs both for the individual students and for the institution as a whole by: • Helping students build authentic relationships with peers and faculty • Helping students engage across differences thus challenging students to develop new ways of thinking • Providing students constructive feedback enabling growth, self reflection and awareness of their position • Helping students apply what they learn and adapt the information to new situations. We first address how COIL creates the perfect framework for the fulfillment of these strategies: we focus on L2 learning motivation drawing on Vygotskian sociocultural theory (learners must be active agents in the process of constructing knowledge). What factors shape motivation to learn an L2? How does ongoing motivation change over time and which factors are associated with this change? How do the factors interact in relation to developing L2 proficiency? Second, we propose a toolkit with practical recommendations for how to strengthen a variety of teaching contexts to show the campus wide benefits of developing COIL on campus for all. The goal will be to develop educational strategies to impact student retention and graduation rates. This symbiotic relationship leads us to say: HIP to COIL!

Authors:

Lisa Luengo [1] [*] [^] lluengo@greenriver.edu

Erin Fernandez Mommer [2] [^] emommer@greenriver.edu

Abstract ID :

IVEC249

How funding models affect virtual exchange outcomes: A consultatively managed COIL Initiative, funded by the Honduras US Embassy 2020-2023

Submission Type : Presentation

Abstract Summary :

There have been numerous COIL Virtual Exchange projects funded by third parties in the US, Europe, Japan, Mexico, and elsewhere, but there has been little study or comparison of the form that these support efforts have taken, nor of their relative success or sustainability. Many of the grants to the field have been large in scale but may not engage a comparably large number of students, faculty, or institutional participants. We will present a live case study that has been operating with less than $100K in funds over a three-year period, that is producing significant results. We hope that this example and this session will generate a discussion of good practices for funders across the virtual exchange field. In the summer of 2020, the US Embassy in Honduras reached out to COIL Consulting seeking support to engage Honduran higher education institutions in COIL virtual exchange practices. We accepted and began by presenting two Zoom COIL webinars to university leaders and faculty across the country, which drew over 200 individuals, reaching most Honduran higher education institutions. In 2021, we engaged three Honduran universities in depth, providing professional development, leading to the development of ten COIL teaching exchanges with five US colleges and universities. With a total budget of $48K we reached almost 500 students for a per student cost of just over $100/student. After a brief hiatus, this project has recently relaunched and has expanded to other Honduran universities who will additionally receive COIL Coordinator training, making their initiatives sustainable. Only a small percentage of Honduran students speak English, so the project has engaged US partner institutions that have many Spanish speaking students to support bilingual exchanges. This round will be well along by late October when IVEC takes place. The U.S. Embassy cultural affairs officer will join our session..

Authors:

Jon Rubin [1][*][^] jon@coilconsult.com

Daysi Paola Rueda Cordones [2][^] daysi.ruedacor@alum.uca.es

Jorge Ernesto Matamoros Canales [3][^] jmatamoros@upnfm.edu.hn

Brian Straight [4][^] StraightBM@state.gov

Abstract ID :

IVEC232

Implementando el Global Shared Learning: Classroom, uso de herramientas digitales y técnicas didácticas, una experiencia de clase en el Tecnológico de Monterrey.

Submission Type : Workshop

Abstract Summary :

La incorporación del Global Shared Learning: Classroom en las clases ha permitido que los estudiantes participantes tengan una experiencia de internacionalización y al mismo tiempo desarrollen y pongan en práctica competencias tales como trabajo en equipos multiculturales, toma de decisiones, comunicación efectiva, perspectiva global, entre otras. El Global Shared Learning: Classroom utiliza la metodología COIL (Collaborative Online International Learning) y hace uso de diversas herramientas tecnológicas, mediante las cuales los alumnos y profesores interactúan entre sí en línea, logrando con ello capitalizar experiencias y trabajar en conjunto para lograr el objetivo planeado. Determinar las herramientas tecnológicas que se utilizan es muy importante ya que ellas también implican un aprendizaje más para alumnos y profesores participantes. Junto con las herramientas tecnológicas esta la elección de la técnica didáctica, ya que se busca que ésta facilite la interacción de los estudiantes para la toma de decisiones y lograr el objetivo planteado. Se expondrá el proceso y las herramientas utilizadas en una colaboración del Global Shared Learning: Classroom entre una clase del Tecnológico de Monterrey y EAE Business School. Incluye la planeación administrativa, diseño y elección de herramientas y la implementación. Se invitará a los participantes en pensar y practicar con el diseño de alguna próxima colaboración y que vayan decidiendo las herramientas técnicas y didácticas a utilizar. Descripción de la presentación: a. Introducción b. Primeros pasos en el diseño c. Conocimiento y uso de herramientas técnicas d. Determinación de técnica didáctica, de acuerdo con el objetivo y tema de las clases involucradas e. Conclusiones

Authors:

Araceli Castelán López [1] [*] [^] acastelan@tec.mx

Abstract ID :

IVEC235

Inclusión en proyectos internacionales en línea para alumnos de Prepa UDEM y Preparatorias Politécnicas UDEM

Submission Type : Flash Talk

Abstract Summary :

Los 3 ejes para la internacionalización de los alumnos dentro del plan estratégico que tiene la UDEM son: UDEM en el mundo, relaciones estratégicas internacionales y el mundo en la UDEM, es aquí donde en el 2011 la UDEM empieza con los proyectos de internacionalización COIL, sin embargo, en el 2017 se empezaron a gestionar los primeros trabajos internacionales virtuales para alumnos de bachillerato y en el 2020 a raíz de la pandemia abrió las puertas a que este recurso se explotara tanto en Prepa UDEM como en las PPSC. La Universidad de Monterrey cuenta con 4 Preparatorias (educación media superior) las cuales se encuentran ubicadas dentro del área metropolitana de Nuevo León. Estas preparatorias tienen un perfil de alumnos con un nivel socioeconómico medio alto- alto; siendo así que su tasa de movilidad internacional es entre el 8-9% de su población total. Las Preparatorias Politécnicas UDEM (PPSC) es una oportunidad de bachillerato técnico para jóvenes en situaciones vulnerables con deseos de superación; es un proyecto operado y dirigido por la Universidad de Monterrey, en colaboración con el municipio de Santa Catarina y la Secretaría de Educación Pública de Nuevo León, además de benefactores. La tasa de movilidad para los estudiantes es nula. Gracias a los proyectos COIL y a las actividades cortas, se ha logrado tener un alcancé de más de 2,070 alumnos, y a 109 maestros de bachillerato. Con esto la UDEM ha podido brindar la experiencia internacional a aquellos alumnos que no tienen las posibilidades económicas de vivir un intercambio en el extranjero; además nuestros alumnos han adquirido este componente intercultural, el cual es de suma importancia para adaptarnos en el mundo globalizado.

Authors:

Janeth Lopez [1] [*] [^] janeth.lopez@udem.edu.mx

Abstract ID :

IVEC175

Inclusive and transformative HE pedagogy through VE: research-informed case studies from the Global South and the Global North

Submission Type : Symposium

Abstract Summary :

Authors:

Marina Orsini-Jones [1] [*] [^] m.orsini@coventry.ac.uk

Katherine Wimpenny [2] hsx260@coventry.ac.uk

Kyria Finardi [3] [^] kyria.finardi@gmail.com

Carlos Hildeblando Junior [4] [^] hildeblanc@uni.coventry.ac.uk

Alun DeWinter [5] aa2567@coventry.ac.yk

Mark Dawson [6] [^] dawsonm7@uni.coventry.ac.uk

Sofia Di Sarno-García [7] [^] sodisar@doctor.upv.es

Abstract ID :

IVEC89

Infusing COIL in theatre education and performance practice

Submission Type : Presentation

Abstract Summary :

This presentation discusses the implementation of COIL in performance arts through design and innovative pedagogy by looking at the intercultural and collaborative approach to a COIL focused on theatre arts. The presentation discusses a three-way COIL in the area of theatre and performance, which is relatively little explored in virtual exchange. Starting in 2021, as an extension of ongoing Drama exchange programs between UNC-Chapel Hill, the University of Galway, Ireland and Queen's University in Belfast, N. Ireland, three faculty collaborators have team-taught a COIL course each spring. The topics for the course include: "Theatre and Pandemic, Theatre After Pandemic," "Theatre and Sustainability," and "Theatre and Democracy." With cohorts of students on the three campuses, collaborators constructed a pedagogy for virtual learning, meeting as individual classes and together each week. Historical and current case studies relevant to the course theme were shared with students. In small groups, students worked on exercises pertaining to that session's case study, leading to creating final performance projects. These projects relevant to the course theme, drew upon material explored in the course. Materials were included from community partners and practitioners such as Big Telly Theatre Company (Northern Ireland), Druid Theatre (Galway) and The Cherry Arts (New York). The COIL activity in the UNC course of this partnership fulfills the Experiential Education and High Impact credit for general education requirements. Presenters will set the context for COIL at UNC-Chapel Hill and then describe the pedagogy through illustrations of cases studies, exercises, and excerpts from students' final virtual performances. They will share the impact of COIL on students and faculty teaching and learning. The session seeks to demonstrate the efficacy of this COIL for theatre education and performance practice, while acknowledging the limitations of the virtual realm in teaching a live art form.

Authors:

Emmy Grace [1][^] eagrace@email.unc.edu

Adam Versényi [2][*][^] anversen@email.unc.edu

Patrick Lonergan [3] patrick.lonergan@nuigalway.ie

Kurt Taroff [4] k.taroff@qub.ac.uk

Abstract ID :

IVEC192

Iniciativas Idiomáticas para el desarrollo de Competencias Globales

Submission Type : Presentation

Abstract Summary :

Dentro del plan estratégico 2020-2025 de la Pontificia Universidad Católica de Chile, se encuentra el eje "Profundizar la Internacionalización", el cual cuenta con el objetivo específico de "Formación Global, Transversal e Inclusiva". Es en este marco, que se han desarrollado iniciativas de internacionalización en casa, buscando complementar el currículum y tributar al perfil de egreso, potenciando competencias globales, valorando diversas perspectivas y reforzando conocimientos idiomáticos. Estos programas han impactado a más de 580 estudiantes, sustentado en el gran interés de participar en intercambios virtuales que les aportan a su formación profesional y desarrollo personal. Global Conversations, es una iniciativa que busca generar conversaciones grupales sobre temáticas culturales o disciplinares específicas, tales como arte, salud y energía, durante 4 a 6 sesiones en un idioma en común, junto a una o más universidades extranjeras invitadas. Esta actividad es coorganizada por estudiantes líderes y sus pares extranjeros, y abierta a la comunidad estudiantil. Los estudiantes pueden desarrollar y reforzar competencias globales, lingüísticas, trabajo en equipo, comunicación efectiva y tener la oportunidad de reconocer nuevas perspectivas. Talk2Me, es un programa para practicar un idioma extranjero y español a través de la conversación con temáticas guías entre estudiantes UC y de nuestras universidades partners. Este se enfoca en reforzar competencias idiomáticas y permitir a los estudiantes abrirse a mayores posibilidades profesionales nacionales e internacionales. En base a las experiencias que hemos tenido y el feedback positivo de los participantes, se determinó desarrollar cada año, dos versiones en inglés y sumar otro idioma cada semestre. Hasta el momento, hemos realizado en chino mandarín y para los próximos años, tenemos proyectado portugués, coreano, francés, entre otros. Durante la presentación se desarrollará el contexto institucional, descripciones de las iniciativas, los resultados de aprendizaje, las experiencias de los estudiantes, los alcances y las buenas prácticas identificadas.

Authors:

BARBARA FUCHSLOCHER [1] [*] [^] BARBARA.FUCHSLOCHER@UC.CL

CATALINA BECKER [2] [^] CATALINA.BECKER@UC.CL

Abstract ID :

IVEC145

Innovative Solutions for Virtual Exchanges: Exploring the Possibilities of AI

Submission Type : Workshop

Abstract Summary :

The integration of Artificial Intelligence (AI) technology into virtual exchanges offers exciting new possibilities for higher education institutions to enhance cross-cultural collaborative learning experiences. In this interactive workshop, participants will learn how AI can be integrated into virtual exchanges, explore the potential benefits and challenges of this approach, and gain practical knowledge and skills in developing and implementing AI-powered activities for virtual exchanges. Furthermore, this workshop aims to provide participants with valuable insights into how AI can be leveraged to improve cross-cultural communication and collaboration in higher education. More specifically, participants will explore the potential applications of AI technology in virtual exchange programs, brainstorm project ideas, identify some appropriate AI platforms for their own virtual exchange initiatives, and learn how to integrate AI tools into their teaching practice and virtual exchange collaborative projects and activities.

Authors:

Elena Mizrahi [1] [*] [^] virtual.exchange.center@gmail.com
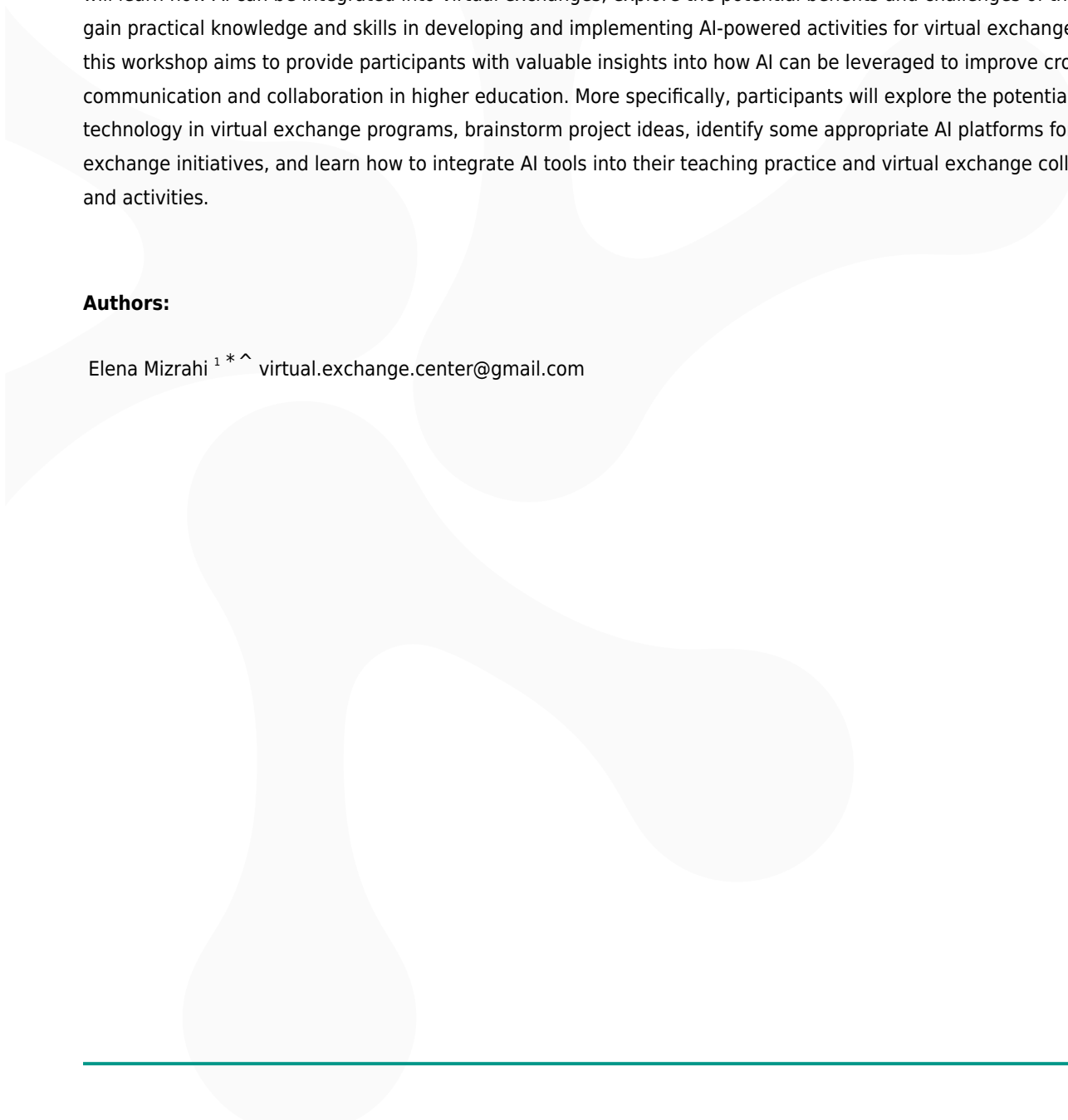
Abstract ID :

IVEC54

Integrating COIL and community engaged learning: The design and learning outcomes

Submission Type : Presentation

Abstract Summary :

Community-engaged learning or international service learning typically involves US students traveling to developing countries and engaging in community service projects. These programs aim to help students achieve professional and technical competencies and a more comprehensive, deeper understanding of complex social and cultural dynamics of the communities they are engaging with, thus enhancing students' global perspectives and enabling them to develop workable solutions to address global problems. While international travel has become less accessible and more costly in recent years, COIL virtual exchange can provide an immersive educational experience that is effective and transformative. We will present how an engineering service-learning course on sustainable community development has been transformed with integrated COIL experience and the impact on students' learning outcomes. The Sustainable Community Development course has been redesigned from a traditional service learning experience to a COIL course which involves a three-way partnership among The Ohio State University (US), Zamorano University in Honduras and the Honduras-based NGO, Heart to Honduras. We will discuss the designing of the COIL experiences and the important role of the NGO as a bridge connecting students to the local communities. We will also describe specific steps taken throughout the planning and implementation of the COIL course to establish balanced relationships and outcomes for all parties involved including the communities and students. Data was gathered from two cohorts in 2021 and 2022 to improve the COIL experience and student learning outcomes, specifically the development of intercultural competence as assessed by the Intercultural Development Inventory (IDI). Students showed mixed results in intercultural learning outcomes in the initial implementation. In the second iteration, emphasis was placed on intercultural interactions that are purposefully designed and carefully facilitated reflection and collaborations. These changes yielded increased gains in intercultural competence.

Authors:

Xinquan Jiang [1] * ^ jiang.533@osu.edu

Patrick Sours [2] ^ sours.17@osu.edu

Abstract ID :

IVEC215

Integrating collaborative technology in virtual classrooms: A Case Study

Submission Type : Flash Talk

Abstract Summary :

The objective is to spark new ideas about technology platforms used in virtual collaborative exchanges. The presentation will focus on how multiple platforms used simultaneously can become a barrier to student success. The presentation will feature a case study developed by a faculty member at an English higher education institution in Canada. The faculty member teaches project management in the School of HR and Global Business. Most of the faculty member's students are international. The student community represents a vast array of native languages - Mandarin, Cantonese, Hindi, Nepali, Tamil, Punjabi, Russian, Japanese, German, Filipino and Spanish. Further, many of the students engage with the faculty member's classes virtually, sometimes from their home country. The faculty member had a transformative experience with a student group in November of 2021. The conclusions from this experience were validated by interviewing other student groups and reviewing student feedback from a peer evaluation process. This experience led the faculty member to become a proponent of a single platform for group collaboration. Prior to this experience, the faculty member was a proponent of student choice. The faculty member believed that students should be free to choose any and all of their favourite social media platforms as required to complete their assignments. However, the faculty member's research highlighted the fact that the use of multiple technology platforms can erode trust and become a barrier to effective and inclusive collaboration. The faculty member will share this experience and its transformational impact on teaching practices. By sharing the case study, the faculty member hopes to invite reflection among conference participants and welcomes connection and discussion after the presentation. The faculty member hopes the presentation will spark debate on the merits of student choice and technology.

Authors:

Shelly Morris [1] * ^ shelly.morris@senecacollege.ca

International Entrepreneurship and Virtual Exchange: Contributions of BRASIRSWIT to the development of intercultural skills

Submission Type : Flash Talk

Abstract Summary :

International Entrepreneurship (IE) emerges from the combination two areas, namely, international business and entrepreneurship. In this study, we focus on the potential of virtual exchange (VE) to equip future entrepreneurs with the necessary intercultural skills. The emergence of IE is associated with advances in information and communication technologies and transportation, thus facilitating physical and virtual exchange and internationalization of smaller companies known as International New Ventures, or Born Global. The greater participation of smaller companies in international businesses poses new challenges for universities to prepare future entrepreneurs and managers in face of cultural differences between countries and companies. Thus, in this study we focus on the potential of VE to overcome some of these challenges in what concerns the education of future entrepeneurs and global citizens. With that aim, the BRASIRSWIT VE project which involved Business Administration and Education students from universities in three countries (Brazil, Ireland and Switzerland) in a virtual exchange experience with the possibility of using several languages (mainly English, Spanish, Portuguese and German) to develop professional and intercultural skills is analyzed in this study. So as to understand how VE can contribute to the development of intercultural competence, the BRASIRSWIT project proposal is analysed from perspective of its organizers and participants from Brazil (Business Administration and Education programs) together with the data related to the presentation prepared by the participants including cultural and business related aspects of each of the countries involved in the project. Preliminary results of the study suggest that the BRASIRSWIT project has potential to foster interculturality, overcoming challenges related to cultural differences thus supporting a global citizenship education and IE.

Authors:

Kyria Finardi [1] * ^ kyria.finardi@gmail.com

Ramon Ortiz-Rojo [2] ramonandres.31@gmail.com

Abstract ID :

IVEC143

International Virtual Exchange Exploring Global Happiness

Submission Type : Flash Talk

Abstract Summary :

What is happiness? This IRB approved research project compares perspectives on happiness and ways to approach well-being between American and European cultures. In this short, fast-paced presentation, we will share this virtual international experience and the technologies used with this project. Occupational therapy students from Penn State University in Sharon, Pennsylvania and psychology students at the University of Nanterre in Paris, France completed a 3-week virtual international collaboration to define happiness and to compare approaches to well-being. Students researched literature on well-being and happiness, completed various standardized assessments, and compared results leading to a collaborative presentation among students. Students were able to speak with their international partners, engage with someone from another culture, and study concepts related to happiness. Students interacted with technology including Padlet, Canvas, and What's App. They defined happiness, shared photographs representing what made them happy, and shared their perspectives and approaches on well-being. Each student took the SPANE, Mental Health Continuum short form, Subjective Happiness Scale, and the VIA strength survey and compared their results. The final project included creating a collaborative PowerPoint presentation with their international partners. Overall, students successfully experienced global engagement in the comfort of their own homes, allowing them to expand beyond their typical boundaries. Our flash talk goal is to inspire others by sparking new ideas to begin international virtual collaborations to provide valuable student experiences that promote global engagement.

Authors:

Tammy Divens [1] [*] [^] tsd13@psu.edu

Evgeny Osin [2] evgeny.n.osin@gmail.com

Abstract ID :

IVEC197

Internationalizing the business curriculum through multiple Virtual Exchange projects: Institutional strategies to foster intercultural business communication and employability skills development

Submission Type : Flash Talk

Abstract Summary :

Internationalization of the curriculum (IoC) has become one of the top priorities in higher education worldwide (Leask, 2015; Turner et al., 2019; de Wit et al., 2015). Universities may opt for different forms of internationalization practices and approaches. Self designed Virtual Exchange (VE) projects and online cross cultural educational programmes (e.g. X Culture, Soliya Global Connect) have been successfully integrated into university curricula (Satar, 2021; Helm & Beaven, 2020). The presentation aims to reveal the benefits of combining these initiatives – self designed VE projects and ready made global business learning programs – and building a sequential order of various international experiences into the curriculum. In the first semester of the 2021/2022 academic year, a three way VE project was implemented in the undergraduate business curriculum at one of the leading business schools in Hungary. During the collaboration, participants were working online in virtual teams simulating a client provider relationship (Drury Grogran & Russ, 2013; Farrell, 2005; Lindner, 2016; Swartz & Luck, 2018). In the second semester, students enrolled in a global cross cultural business programme and had to solve an international business challenge in virtual teams. By participating in the two consecutive projects, students faced increasing challenges and capitalized on their previous virtual collaboration experience to perform better in the following one. The results of post project student surveys and an institutional SWOT analysis carried out by the instructors and university leaders may reveal that the combination of various internationalization initiatives widens students' horizons and deepens their academic and professional competence. We argue for a step by step institutional strategy to implement a combination of virtual collaboration experiences. Offering multiple virtual collaboration projects engages students in diverse forms of learning. As a result, students develop international business communication and employability skills by facing new challenges in the culturally diverse

Authors:

Rita Koris [1] [*] [^] koris.rita@uni-bge.hu

Ágnes Pál [2] pal.agnes@uni-bge.hu

Gabor Rethi [3] rethi.gabor@uni-bge.hu

Abstract ID :

IVEC110

Is healthcare the same all over the world? A two-step coil program

Submission Type : Flash Talk

Abstract Summary :

The COIL program was conducted in a 4- month program between graduate students of Health Policy and Management of the Florida International University and undergraduate at the medical school of Sao Paulo State University (FMB-UNESP). FIU students performed the COIL program in two sessions of 3 weeks each, with 2 different student groups from FMB-UNESP, with one synchronous meeting per week of the whole group of students, beside their virtual discussions. The first session discussed the health systems of USA and Brazil, based on a common clinical case of chronic disease for access to health 1. an emergency situation, 2. for baseline diagnosis and treatment and 3. For regular dispensation of medication. The second session discussed public health policies in each country, USA and Brazil. Again, during the 3-week program, students were encouraged to discuss the health policies on equity, access, financing and universal coverage, presenting their synopsis to the group. The major challenges for the coordinators of this program were to join students with different backgrounds and levels of knowledge (graduate students of Health Policy and Management versus undergrads of medical school). Also, the FIU students incorporated 2 COIL experiences during their course, interacting with 2 different groups of FMB-Unesp students, with the aim of having a continuum of knowledge acquisition. Student´s group were able to have high level discussions, increasing real experiences of global health practice.

Authors:

Silke Anna Theresa Weber [1] [*] [^] silke.weber@unesp.br

Donna Davis [2] doedavi@fiu.edu

José Carlos Trindade Filho [3] jc.trindade@unesp.br

Abstract ID :

IVEC99

It was kind of awkward over zoom: Weighing the importance of traditional study abroad experience when building virtual exchange environments

Submission Type : Presentation

Abstract Summary :

For decades, studying abroad has been one of the leading indicators of the internationalization of higher education institutions. However, it is well known that study abroad was halted in many destinations worldwide during the Pandemic. Because of isolation and social distancing measures implemented globally, students and practitioners were forced to think outside the box and develop learning in the new virtual space. Disruptions in the learning environment have previously been recognized as opportunities to explore system changes within education and evaluate those necessitated changes (Potgieter et al., 2019). With this thought in mind, the presenters asked, 'What were the lived experiences of university students who transitioned to virtual exchange with intercultural programs during the Pandemic, and what can we learn from them when building COIL environments? The presenters used phenomenology and mix-method approaches to gather individualized knowledge about traditional study abroad students, who expected to have a mobile experience prior to the pandemic and those who had anticipated their experiences would be through COIL programs. One study was conducted using 13 traditional study abroad students experiences from Fall 2020 - 2022 and 179 students in 59 COIL courses were evaluated over the same time period. Four primary meaning unites encapsulated the 13 traditional study abroad students' accounts: Functioning in Ambiguity, The Importance of Language and Culture, Reshaping Community, and Alternate Experiences in Intercultural Interconnectivity. In the COIL research, students shared learning outcomes such as organizing and coordinating activities in different time zones, initiating team building, leadership skills and learning to work outside their comfort zones. The overall findings indicated that studying abroad, a vital component of campus internationalization for decades, needs to adapt to the changing environment of expanding global competencies while developing intercultural competencies at home.

Authors:

Veronica Rodriguez Luna [1] [*] [^] verorodriguez@uv.mx

Teneisha Ellis [2] [^] teneisha@consultcormack.com

Abstract ID :

IVEC242

LA COLABORACIÓN INTERNACIONAL EN LÍNEA IMPACTANDO EN LA INVESTIGACIÓN: Competencias transversales.

Submission Type : Presentation

Abstract Summary :

La internacionalización del conocimiento se entiende que es necesaria, que el conocimiento se construye más allá de los muros de las universidades. (Patuzzi et al., 2018). La internacionalización de la educación superior continúa ganando velocidad, los académicos han notado una falta de estudios sobre las experiencias, perspectivas y responsabilidades de profesores y estudiantes sobre el tema (King, R., 2020). El COIL se pueden desarrollar dentro y entre disciplinas académicas, lo que a menudo conduce a conocimientos únicos que no se pueden obtener en entornos de aprendizaje de un solo país. (De Castro et al., 2019). Esta estrategia genera una experiencia única para los estudiantes y un enfoque inclusivo del aprendizaje (Wood et al., 2022). Se llevó a cabo una revisión sistemática de la literatura por pares, según los criterios de elegibilidad de Cochrane 2022, teniendo como referente la pregunta PICO. El objetivo fue describir como el aprendizaje colaborativo internacional en línea mejora las competencias transversales en los estudiantes de pregrado del área de la salud. Los criterios de inclusión fueron: estudios que en su población incluyeran estudiantes de enfermería y medicina, estudios cuantitativos, cualitativos - mixtos en inglés y español, programas de COIL con equipos interprofesionales. La revisión cubre estudios publicados desde el 1 de enero del 2007 hasta el 1 de enero del 2023. Las bases de datos revisadas PUBMED, SCOPUS, ERIC, CINALH y SCOPUS; logrando obtener 24 artículos que cumplían con los criterios de 818 documentos. Se evidencia en la revisión de la literatura como una comunidad virtual facilita el desarrollo de competencias transversales en adquisición de conocimientos, habilidades, comunicación, identidad cultural, anticipación de opciones para nuevos roles, relaciones y acciones (Wood et al., 2022); por lo tanto promueve la participación de los docentes en ideas de educación e investigación colaborativa (Kiegaldie et al., 2022).

Authors:

Angie Vanessa Briñez Valderrama [1] [*] [^] angie.brinez@juanncorpas.edu.co

Verónica Violant-Holz [2] [^] vviolant@ub.edu

Abstract ID :

IVEC259

LA INCLUSIÓN DE LA CULTURA EN LOS COILS, ¿PARA QUÉ?

Submission Type : Flash Talk

Abstract Summary :

La educación en línea es un modelo de enseñanza que brinda la oportunidad de desarrollar trabajo a distancia, lo que conlleva a experiencias, beneficios, conocimientos e incluso acercamiento a otros lugares del mundo gracias a esta metodología. Realizar una colaboración con la metodología COIL con la CEU Universidad Cardenal Herrera (Elche) de forma virtual generó experiencias ambiguas, esto debido a la oportunidad de trabajar con compañeros internacionales y aprender sobre los contenidos de enseñanza en nivel infantil y primaria comparando los modelos de enseñanza español y mexicano, por otro lado se considera que a pesar de ser un evento virtual se puede enriquecer mucho en cuestión cultural, es decir, que los participantes del COIL tengan un visión sobre cómo se viven o enseñan las matemáticas en las aulas, para ello es importante conocer sobre ambas culturas para poder contextualizar, de manera que podamos crear un enfoque informado. Para desarrollar con éxito un trabajo en equipo es necesario crear conexiones con los compañeros de trabajo, por tanto el COIL al ser una metodología ejecutada de manera virtual facilitará a los estudiantes de múltiples países a ser parte de proyectos internacionales, obteniendo así varios beneficios consigo, no solo meramente académicos sino también de manera social, por ejemplo: un mejor desarrollo del diálogo intercultural, desarrollo de competencias interculturales, comunicación intercultural, entre otras, esto con el fin de generar un interés del estudiante en conocer más sobre las culturas ajenas a la suya, todo con el fin de promover la diversidad, puesto que el aprendizaje va más allá de un proyecto. Por esta razón las actividades que promuevan el conocimiento cultural resultan imprescindibles y es importante preguntarse ¿qué tipo de actividades pueden promover el acercamiento cultural en actividades a distancia?.En esta comunicación presentaremos algunas estrategias que conducen al reconocimiento de la diversidad cultural.

Authors:

César Iván Cortes Valenzuela [1] [*] [^] 18006747@uan.edu.mx

Gerardo Caballero Castañeda [2] [^] 20008585@uan.edu.mx

Abstract ID :

IVEC85

Learning Management Systems in VE-COIL: the road to failure is paved with good intentions

Submission Type : Presentation

Abstract Summary :

Many higher education institutions around the world have adopted institution-wide learning management systems (LMSs) to support instruction. Canvas, Moodle, Blackboard, Brightspace-D2L are some of the most commonly utilized. As these tools were born to support online interactive learning, many VE-COIL practitioners naturally attempt to leverage them as primary spaces in which their collaborative projects may take place. Often these attempts are conducted without paying attention to a series of important questions: What tools and spaces are most conducive to student learning and collaboration? What are the important issues to consider in the decision making process around the use of LMSs in VE-COIL? What institutional support exists for the LMS and alternative options? This presentation is anchored in the multi-year experience of two large institutions located in two different continents, with different primary languages, both with significant VE-COIL activity. Issues of cognitive load, language, equity, security, power dynamics, and logistical complexity will be addressed, with specific examples coming from both institutions. Pros and cons of selecting one LMS to conduct VE-COIL will be discussed, with the active engagement of the participants. A technical solution for seamlessly bridging different LMSs via LTI will also be presented. The use of third spaces as established best practice will be proposed and analyzed.

Authors:

GianMario Besana [1] [*] [^] gbesana@depaul.edu

Chirag Sheth [2] [^] chirag.sheth@uchceu.es

Bridget Wagner [3] [^] bridget.wagner@depaul.edu

Abstract ID :

IVEC287

Leituras colaborativas e aprendizagem de línguas estrangeiras no projeto Literatandem

Submission Type : Presentation

Abstract Summary :

O Projeto Teletandem Brasil, iniciado por Telles e Vassallo (2006), propõe o pareamento de dois aprendizes de línguas estrangeiras (LEs) diferentes para que um auxilie o outro em suas aprendizagens. O encontro se dá de forma on-line e é dividido em duas partes, para que ambos tenham a oportunidade de praticar a LE de seu interesse. Depois, há uma sessão de mediação, na qual os participantes conversam em um grupo maior com um mediador, que irá auxiliá-los a refletir sobre o que foi compartilhado durante a interação. Em 2019, o Teletandem da Unesp/Araraquara (Brasil) realizou um projeto piloto com a Universidade de Washington (EUA) que propôs conversas sobre textos literários durante os encontros. Esta proposta transformou-se no subprojeto Literatandem, que é tema de uma pesquisa de doutorado em andamento e que tem como objetivo investigar como se dá a aprendizagem de línguas estrangeiras e literatura dentro do projeto Teletandem. Propõe-se que os participantes leiam textos literários em um arquivo compartilhado com seus parceiros e deixem comentários, realizando, assim, uma leitura colaborativa, além de assistir a vídeos que podem auxiliá-los a interpretar os textos sendo trabalhados. Então, os aprendizes se encontram nas interações e respondem em conjunto a três perguntas relacionadas ao texto e ao vídeo, e, por fim, participam da sessão de mediação. Para esta apresentação, objetiva-se apresentar um estudo de caso considerando uma atividade desenvolvida por uma das duplas do Literatandem, a fim de demonstrar como o compartilhamento de interpretações de um texto literário pode ampliar a compreensão de um texto em uma LE. A apresentação se baseará principalmente em Hall (2015), que defende a proximidade entre a linguagem comunicativa e a linguagem literária, e Santoro (2014), que propõe o desenvolvimento de tarefas como forma de compreender mensagens significativas, negociar significados e produzir novas mensagens.

Authors:

Vanessa Matiola [1] [*] [^] vanessa.matiola@unesp.br

Abstract ID :

IVEC116

Let's Connect: COIL in the constructively aligned curriculum

Submission Type : Presentation

Abstract Summary :

COIL is being embraced by many institutions worldwide as a meaningful and inclusive way to expose students to different perspectives and develop their intercultural communication and collaboration skills. Although COIL is one of the many tools to internationalise the home curriculum, its impact on student development should be viewed in relation to the broader curricular context. Looking at both the layered context of the curriculum and the principle of constructive alignment, COIL will be placed within a whole-of-the curriculum approach where alignment across internationalised student learning outcomes, their assessment and the teaching and learning activities is critical. A constructively aligned internationalised curriculum involves the purposeful, comprehensive and systematic inclusion of international and intercultural dimensions in the entire study process. This means: (i) the articulation of intended internationalised learning outcomes, which can be formulated at subject or modular level, as well as at the programme or institutional level; (ii) the planning of teaching and learning activities with appropriately chosen learning materials, contents and literature, which include international and intercultural perspectives; (iii) the internationalised assessment of intended learning outcomes with explicit assessment criteria of the international or intercultural dimensions (with an assigned grade at subject or modular level), iv) the defining of 'long-term impact' on the student development, such as the development of intercultural competence, transferable and employability skills, global citizenship, etc. The presenters will explore where COIL fits into this framework on the basis of the programme logic tool and show how COIL can be horizontally and vertically aligned in a course of studies for more embedded and robust COIL practices.

Authors:

Eveke De Louw [1] [*] [^] e.e.delouw@hhs.nl

Claudia Bulnes [2] [^] c.bulnes@hhs.nl

Leveraging Cross Cultural Dialogue and Collaborative Learning to Promote Interpersonal and Patient Care Competencies

Submission Type : Flash Talk

Abstract Summary :

This presentation highlights the case of a successful collaborative international virtual exchange (IVE) program between Pennsylvania State University in the U.S. and An-Najah National University (ANNU) in Palestine. The program aimed at developing students' interpersonal and patient-health care practitioner communication skills through collaborative activities. With this objective in mind, the program was designed employing elements of both cross cultural dialogue and team-based approaches to IVE. Students were divided into groups at the start of the program, and using synchronous and asynchronous modes of communication, had to engage in collaborative activities that promote teamwork and cross-cultural dialogue. Over the course of 4 weeks, students and facilitators met weekly via zoom. During these live sessions, students within their teams were engaged in a number of activities to share and learn about each others' identities and cultural perceptions of mental health and practice cross cultural dialogue communication tools. Students also had to work collaboratively to explore different mental health case studies and how they are perceived within their communities through local interviews. In parallel to the live sessions, teams worked collaboratively asynchronously on shared assignments that corresponded to the live discussions. In addition to these activities, students completed weekly self reflection journals on the learning experience. The IVE took into consideration the sociopolitical context of ANNU students living under occupation, creating space for the participants to learn about one another's daily lived reality including ad hoc dialogues on unexpected events happening in Palestine. This was achieved by having a flexible program plan, facilitators meeting on a regular basis during the implementation phase and collecting students' feedback throughout the program. The presentation will include analysis of qualitative and anecdotal results and recommendations.

Authors:

Maysa Abu Zant [1] [*] m.abuzant@najah.edu

Melissa LaBuda [2] [^] mal151@psu.edu

Abstract ID :

IVEC102

Leveraging Research for Virtual Exchange Advocacy

Submission Type : Presentation

Abstract Summary :

The Stevens Initiative is committed to serving the broader Virtual Exchange (VE) field as a knowledge hub and thought leader for research by catalyzing efforts to fill knowledge gaps and share resources. The Initiative supports multiple large scale research efforts including the Survey of the Virtual Exchange Field, Impact and Learning Reports, Sponsored Research Projects, the Virtual Exchange Typology, the Annotated Bibliography of the Virtual Exchange Field, among others. An obvious goal of these efforts is to give VE practitioners insights to improve programs and practice. However, these projects are often underutilized when it comes to another goal: advocacy. In this session, representatives of the Initiative will share strategies to illustrate how individuals and institutions can use research, publications, and resource products to accomplish their own advocacy goals. This session will begin with a brief overview of the Initiative's research projects and outcomes, including how they are related to the Initiative's overall strategy to support the broader VE field, and a preview into future research efforts the Initiative plans to lead or sponsor. Presenters will continue by connecting the research projects to broader advocacy goals, including how to engage stakeholders, connect with funders, and incentivize institutional leaders to scale successful projects. The session will be designed to help attendees understand what methods are most applicable for their unique institutional circumstances and which projects could serve their own advocacy goals. The session will include action items, with examples, that a variety of attendees can take to their home institutions. Following the presentation, Initiative representatives will be able to answer audience questions, particularly how to adapt research projects to unique advocacy strategies.

Authors:

Christine Shiau [1] * ^ christine.shiau@aspeninstitute.org

Abstract ID :

IVEC184

Making COIL Matter: Developing and Sustaining a Globally-Engaged Faculty

Submission Type : Flash Talk

Abstract Summary :

Shenandoah University, a private, comprehensive university in the United States, launched COIL collaborations within a small number of courses during the Covid-19 pandemic. From those modest beginnings, a steady growth in collaborative projects brought several critical questions related to sustainability to the foreground: How can an institution create an infrastructure for faculty development? How can the work that faculty do in COIL projects be framed within the context of professional expectations, including tenure and promotion? Shenandoah University will share how it has developed a strategic approach to COIL that seeks to embed the program into its institutional mission. Administrative leaders from the university will share their experiences in developing such an infrastructure while offering practical advice for cultivating an approach rooted in shared governance. Finally, specific case studies and examples will be provided so that participants may think through how this work may be applicable to their own institutions.

Authors:

Jeff Coker [1] [*] [^] jeffrey.coker@su.edu

Amy Sarch [2] [^] asarch@su.edu

Abstract ID :

IVEC52

Meaning-making about culture and society through critical reflection and dialogical learning in multidisciplinary COIL projects

Submission Type : Presentation

Abstract Summary :

This presentation reports on the findings of a collective case study in which three cases of COIL course projects were investigated for meaning making about culture, identity, and society through the use of critical reflection and Freire's dialogical learning. The study was situated in the theoretical framework of Wink's (2005) approach to interaction and reflection, Freire's dialogues (Freire, 2012), and Deardorff's (2006) Process Model of Intercultural Competence. The study aimed to address the following questions: How did critical reflection and dialogical learning in a COIL project impact students' meaning making of their own and their partner's culture, identity, and society? How did these COIL projects affect students' own self perceptions of intercultural competence? The case studies included multidisciplinary projects in three COIL courses. The undergraduate course included 24 students (16 from France and 8 from the USA), who developed digital stories about their culture and identity. The 2 graduate courses consisted of 23 students (10 from Italy and 13 from the USA), who shared a critical social issue in a digital format with their partners. Then, the COIL partners came together to discuss these digital stories and presentations through dialoguing in a virtual platform. Self examination and reflection were embedded throughout the projects, and the projects concluded with a final reflection on their learning in this virtual international environment. To answer the study questions, we included multiple data sources (i.e., student survey on cultural awareness, digital stories, presentations on societal issues, and final reflections). We used descriptive and thematic analyses to identify themes (Creswell & Poth, 2018). Findings indicated that students recognized that the reflections on their own and their partners' culture and cross national social issues as well as the virtual dialogues to negotiate meaning across cultures deepened their consciousness, conceptualization of culture and social justice, and intercultural competence.

Authors:

Tunde Szecsi [1] [*] [^] tszecsi@fgcu.edu

Debra Giambo [2] [^] dgiambo@fgcu.edu

Flavia Stara [3] flavia.stara@unimc.it

Thomas Szende [4] szendethomas@gmail.com

Abstract ID :

IVEC226

Measuring and comparing physical phenomena in virtual exchange classes: difficulties and solutions.

Submission Type : Presentation

Abstract Summary :

As in any engineering course, measuring and analysis is an essential part of the learning process in the university. Although this can be easily implemented in campus, when comes to virtual exchange classes, there are some extra difficulties that must be addressed. Considering ODS 7 of ONU (Ensure access to affordable, reliable, sustainable and modern energy for all), it has been developed an experimental virtual exchange class where the students had to measure and compare the termosolar potential for heating water in Sorocaba (Brazil), Bogotá (Colombia) and Sonora (Mexico). For that, groups were created with students from the three countries, and each one had to propose a setup and methodology for the solar heat potential measurement. After the submitted projects were validated by the professors, the groups performed the data collection in each country, compared the obtained values and presented the results with a video. It could be seen that they managed to construct the proposed set up, but had some difficulties comparing the obtained data. By watching the videos, it was observed that the groups had difficult to decide which were the main outcomes and the level of details they should use to analyze and present the data. Those facts points out for the necessity of a detailed rubric that informs the outputs that will be considered as well as a form to let then think deeper on the comparison that would be interesting to be considered. During the session presentation it will be shown the methodology used, the results obtained, problems found and ways to overcome them. It will also be shown that experimental measurements in a virtual exchange project allows for a broader discussion, since besides the theoretical aspects, specific local conditions must be addressed and analyzed by the students.

Authors:

Antonio Cesar Germano Martins [1] * ^ antonio.martins@unesp.br

Diana Isabel Clavijo Rojas [2] dianai.clavijor@unilibre.edu.co

Carlos Andrés Plazas Riaño [3] carlosa.plazasr@unilibre.edu.co

Germán Eduardo Dévora Isiordia [4] german.devora@itson.edu.mx

Abstract ID :

IVEC79

Navigating COIL through crisis: Lessons learned

Submission Type : Presentation

Abstract Summary :

This presentation is about integrating COIL into a seminar on sustainable finance. The seminar was intentionally designed to incorporate at least five high impact learning practices: First year seminar, learning community, collaborative projects, undergraduate research, and global learning (Kuh, 2008). The COIL partnership was between Setsunan University (SU) in Osaka, Japan, and Michigan State University (MSU) in Michigan, United States. Our collaboration was found in the mutual interest on sustainability. MSU participants were majoring in finance and developed research projects on sustainable finance, while SU participants were non finance majors and their course content focused on learning about the Sustainable Development Goals by the United Nations. This presentation centers on SU and MSU instructors' reflection about (a) COIL design and (b) COIL operation during crisis and lesson learned. (a) COIL activities were intentionally designed to cater the distinctive learning goals for MSU and SU participants. MSU participants needed to explain, in simple terms, their research methods and significance in support of sustainable finance, with the goals of receiving feedbacks on their research project and Japanese perspectives about sustainable finance. SU participants reflected on aspects of sustainability in everyday life and appreciated the relationship between finance and sustainability. SU participants also received feedback on their presentations that assessed a familiar Japanese company pursuing sustainability as a potential investment. (b) As a result of an MSU campus-wide emergency, the first synchronous session was ended prematurely. As the incident affected MSU and SU students, the instructors had to re-organize synchronous and asynchronous activities; re-write assignments due to university regulated student absences; and re-evaluate the leaning goals. The presenters will share lessons learned from navigating COIL during a challenging time while catering to students' needs.

Authors:

Guanglong Pang [1] * ^ pangguan@msu.edu

Curtis Chu [2] ^ curtis.chu@setsunan.ac.jp

Antoinette Tessmer [3] ^ tessmer1@msu.edu

Abstract ID :

IVEC297

Online Global Engagement at a Historically Black College/University in the US

Submission Type : Presentation

Abstract Summary :

Limited access to international programming does not stop the growing demand for students to be capable of active engagement with global issues (Algood et al., 2018). The initiative to create global citizens can bring a distinctive perspective to international support for Historically Black Colleges/Universities (HBCUs) campus communities and increase the institutional focus on global education. The primary focus of this presentation will be to highlight global engagement opportunities through a university's virtual exchange program. It will highlight how a Department of Social Work (DSW) developed a virtual exchange program model that provides students with opportunities to engage with universities abroad. The Global Learning Visits Program in a DSW was created to provide global education experiences for Social Work majors. In 2014, a DSW initiated global learning as a short-term program (7–21 days). Faculty were pleased that the number of students who studied abroad increased from six during the first year to 12 in 2015. The department organized and led two study abroad programs a year, with an average of seven students traveling each time. However, due to financial and familial obligations, many of our students were not able to study abroad in person, but desired to have an intercultural experience (Stevenson, et. al, 2019). Virtual Connection was created as a module for a social work course that was developed through a partnership with Soliya Connect. To gauge if Virtual Connections increased students' interest in international exposure, a study of the virtual exchange experience of students was conducted to learn about the student's perspectives regarding intercultural experiences related to the Virtual Connect Program. The study included surveys, interviews, and reflection papers. By the end of this presentation, attendees will: 1. Increase understanding of virtual learning at HBCUs 2. Understand how virtual learning (Virtual Connections) impacted students' intercultural awareness.

Authors:

Vivian Shannon-Ramsey [1] * ^ vshannonramsey@bowiestate.edu

Andre Stevenson [2] ^ apstevenson@ecsu.edu

Abstract ID :

IVEC37

Percepción de los alumnos sobre participar en un COIL. Ejemplo práctico entre Brasil y España: Área Tecnología de Alimentos

Submission Type : Flash Talk

Abstract Summary :

Los alimentos tradicionales de cada país representan las diferentes culturas. La producción de alimentos, tanto aspectos tecnológicos de elaboración de los productos como criterios de higiene y seguridad alimentaria necesarios para garantizar su consumo humano, varían entre países. Durante febrero de 2023, estudiantes de grados de veterinaria pertenecientes a las universidades Cardenal Herrera-CEU (UCH-CEU) España (n= 24) y UCEFF (Campus Chapecó e Itapiranga) Brasil (n=43) participaron en el proyecto de internacionalización COIL relacionado con la elaboración de nuevos productos alimentarios de origen animal. Durante el desarrollo del proyecto se realizaron 3 conexiones síncronas (2 horas de duración). Todas las conexiones y material elaborado durante el COIL por parte de las profesoras y alumnos estaba en ambos idiomas (portugués y español). Para conocer la percepción de los estudiantes participantes sobre el proyecto y grado de satisfacción se realizó un breve cuestionario de 15 preguntas tras la primera sesión. Respondieron 57 de los 67 participantes en el COIL. Los resultados muestran como la mayoría de los encuestados consideran que participar en el COIL puede tener un aporte positivo para su carrera profesional (>86%), y sólo el 5,3% opina que no contribuiría a conseguir sus objetivos profesionales. Todos recomendarían a sus compañeros participar y únicamente al 1,8% no le gustaría que se aplicase en otras asignaturas del grado. Respecto a la barrera del idioma el 15,8% si lo ha considerado como un factor limitante para participar en el COIL. Hecho que puede explicarse debido a que entre los participantes el 35% su lengua nativa no es el portugués ni el castellano, ya que hay 6 nacionalidades diferentes participando en el proyecto. Los resultados obtenidos animan a seguir realizando el proyecto COIL en el área de alimentos entre ambas entidades, siendo una estrategia valorada positivamente por los alumnos.

Authors:

Jackeline Karsten Kirinus [1] [*] jackeline.vet@uceff.edu.br

Maria Carmen López [2] clopez@uchceu.es

Sandra Fernández Pastor [3] sandra.fernandez@uchceu.es

Ana Guerrero Barrado [4] [^] ana.guerrerobarrado@uchceu.es

Abstract ID :

IVEC204

PI2C: Colaboración Científica Internacional en un intercambio virtual entre Perú, Chile y Brasil

Submission Type : Flash Talk

Abstract Summary :

El objetivo del Programa Internacional de Iniciación Científica - PI2C es el de fomentar e incentivar el interés por la investigación científica y tecnológica en estudiantes de pregrado en ingeniería, utilizando metodologías activas, como la colaboración por medio del intercambio virtual/COIL. En el 2022 se desarrolló su segunda edición, liderada por la Universidad Católica San Pablo (UCSP) de Perú, en colaboración con la Universidad Católica de la Santísima Concepción (UCSC) de Chile y la Universidade Estadual Paulista (UNESP) de Brasil. El PI2C tuvo una duración de 12 semanas, donde se formaron 7 equipos entre profesores y estudiantes. Cabe resaltar que para la selección de proyectos y distribución de equipos se les pidió a los profesores que propusieran temas que no fueran muy complejos y factibles de realizar de forma virtual, agregando el hecho de que pudieran ser culminados dentro de la duración del programa. Además de la parte académica, se consideró espacios para el desarrollo de habilidades interculturales. Como clausura y cierre del PI2C se expusieron posters que fueron evaluados a través de una rúbrica, premiando a los mejores trabajos. Entre los principales retos se tuvo el horario académico y geográfico e idioma. Las áreas de relaciones internacionales de cada universidad fueron pieza importante para superarlos, agregando el tema de contacto, impulso y coordinación en esta actividad COIL. En esta presentación compartiremos la experiencia a partir de la visión de las oficinas de internacionalización de las tres universidades y también de los profesores. Enfocaremos principalmente la manera como la iniciación científica fue pensada para ser utilizada en un proyecto de colaboración en formato de intercambio virtual/COIL, los roles de cada participante, las actividades desarrolladas e ideas para mejorar la experiencia tanto para los académicos como para los estudiantes.

Authors:

Liz Sandra Bernedo Flores [1] [*] lsbernedo@ucsp.edu.pe

Sara Betina Sousa Ferreira [2] sbsousa@ucsp.edu.pe

Irvin Franco Dongo Escalante [3] lfdongo@ucsp.edu.pe

Gustavo Primo [4] [^] gustavo.primo@unesp.br

Juan Carlos Cebrian Amasifen [5] juan.cebrian@unesp.br

Mary Kathleen Hayes [6] mary@ucsc.cl

Abstract ID :

IVEC72

Puentes de concientización hacia la inclusión educativa internacional.

Submission Type : Presentation

Abstract Summary :

La inclusión educativa es uno de los más grandes retos que enfrentan los profesionales de la educación del siglo XXI. El garantizar el acceso, permanencia, participación y aprendizaje de todos los estudiantes a través de acciones orientadas a eliminar o minimizar las barreras que los limitan, es uno de los quehaceres más importantes de la educación. Por ello, ante la realidad social y educativa presente durante la pandemia y en su apuesta por aumentar la internacionalización, la Universidad CEU San Pablo (España) y la Universidad de Monterrey (México) buscan una interacción entre estudiantes y profesores de ambas instituciones para el impulso de los programas de Título Propio en Consultor de Accesibilidad Universal (TPCAU) y del Programa de Inclusión Social y Educativa (PISYE). A esta colaboración se suman estudiantes del programa académico de Arquitectura y profesores de ambas universidades, así como alumnos de Ciencias de la Educación y Psicopedagogía de la Universidad de Monterrey. El objetivo del proyecto es el de desarrollar puentes de concientización sobre la inclusión educativa para la comunidad universitaria mediante la metodología de COIL (Collaborative Online International Learning) para generar un tejido social más incluyente desde la academia a través de sesiones interuniversitarias para realizar un análisis espacial de la vivienda y un diario de sustentabilidad. Dentro de los aprendizajes obtenidos al momento está el que los alumnos de TPCAU y PISYE por primera vez tienen la oportunidad de vivir una experiencia internacional, la cual les permite relacionarse con compañeros que comparten su manera de aprender y de expresarse. Así mismo el contar con el acompañamiento y guía de expertos en el campo de arquitectura y psicopedagogía, impacta en la comunidad universitaria al ser un equipo multidisciplinario con la finalidad de visibilizar y sensibilizar hacia procesos educativos y formativos incluyentes.

Authors:

Paola Dantés [1] * paola.dantes@udem.edu

Amelia Rivera [2] ^ amelia.rivera@udem.edu

Bertha Díaz [3] bertha.diaz@udem.edu

Rosaura López [4] ^ rosaura.lopez@udem.edu

Queer Carnival: Back In The Closet

Abstract Summary :

Authors:

Jon Braddy [1] [*] [^] jbraddy@fgcu.edu

Lily Martinez-Evangelista [2] [^] lmartinez@unb.br

Kari Jegerstedt [3] [^] Kari.Jegerstedt@uib.no

Marta Ramos [4] [^] mramos@fgcu.edu

Lily Martinez Evangelista [5] [^] lmartinezja@hotmail.com

Abstract ID :

IVEC112

Regional campuses in the lead: Institutionalizing COIL across multi-campus public systems

Submission Type : Presentation

Abstract Summary :

This presentation reports on the efforts of smaller regional campuses to scale virtual exchange activity across multi campus, public university systems in Brazil and the United States. Centro Paula Souza in Brazil has 76 campuses across São Paulo state. The University of Washington has three campuses in the Seattle metro area in the U.S. The University of Minnesota system, also in the U.S., has five campuses across the state of Minnesota. After introductory comments on known features of multi campus COIL development projects, presenters will give an overview of their regional and institutional contexts and explain how they have scaled up COIL programs. They will highlight transferable strategies for success and note challenges. Institutionalization clearly requires sensitive awareness of institutional contexts. Organizing virtual exchange across multi campus systems also requires alignment with broader inter institutional goals, and a sense for the strengths, preparedness and capacity of faculty, staff and leadership across locations. Presenters will provide a narrative of their developing inter institutional awareness. They will also review common areas of focus in their institutionalization strategies, including strategies for leveraging minimal resources, and the benefits of top down and grass roots approaches. Presenters will discuss their motivations for varying approaches to faculty engagement and development, as well as pathways for involving key institutional stakeholders, including cultivating champions across locations and across skill areas. Efficiencies can be achieved when developing across multiple locations by integrating courses with similar content, and by sharing instructional design resources. In a concluding discussion, presenters will ask the audience to consider leadership role regional campuses can play, and what advantages a system wide training can have versus a one on one approach to engaging faculty. Presenters will also offer a set of context driven guidelines for larger institutionalization practices, to which they invite audience members to respond.

Authors:

Dan Nolan [1] [*] [^] dnolan@d.umn.edu

Natalia Dyba [2] [^] nataliak@uw.edu

Ana Freschi [3] [^] anafreschi@gmail.com

Abstract ID :

IVEC82

Research Outcomes Comparing Virtual Exchange, Study Abroad, Diversity Courses and a Control: Inquisitiveness & Openness, Respectfulness and Self-Awareness

Submission Type : Presentation

Abstract Summary :

To understand the value and complementary nature of Virtual Exchange as a modality, it is vital to examine the impacts of virtual exchange in comparison to other best practices. For this presentation we will present results from year two of a three-year pre/post course survey design project that explores the differential impact of Virtual Exchange, Study Abroad, Diversity Courses, and a Control group on a series of intercultural skills and characteristics vital for students to thrive in an interconnected world. This year's results focus on Inquisitiveness & Openness, Respectfulness, and Self-Awareness. In this session we will start by introducing the framework being used to examine these characteristics. We will then explain our research method and sample and the instruments we used. Next, we will present results before discussing our interpretation of those results and our thoughts on the role direct exposure has on increasing these traits among students. Finally, we will discuss our future research and what we are doing with these results in effort to promote these skills among our student population. After attending this session participants will be able to: • Summarize research findings comparing outcomes from Virtual Exchange, Study Abroad, Diversity Courses, and a Control group. • Appraise the importance of direct exposure in promoting Inquisitiveness & Openness, Respectfulness, and Self-Awareness.

Authors:

Jami Leibowitz [1] [*] [^] leibowitzj@ecu.edu

Jon Rezek [2] [^] rezekjo17@ecu.edu

Greg Howard [3] howardg@ecu.edu

Marion Eppler [4] epplerm@ecu.edu

Abstract ID :

IVEC251

Results of testing BrandY: an innovative virtual exchange game to teach Brand Management

Submission Type : Presentation

Abstract Summary :

The aim of this presentation is to introduce an innovative pedagogy called BrandY, a gamified platform to teach Brand Management through experiential methods and more specifically to report on the results of testing brandy in March 2023 in Annecy (France) with a group of 28 students from 5 different countries, who worked together on-site, under pressure, in multicultural teams and were coached by 12 teaching staff from 6 different countries, who all contributed with their area of expertise. BrandY was developed by a consortium of 10 European Universities through a grant from the ErasmusPlus strategic partnership program from the EU. It can be used remotely, in Virtual Exchange format, as well as by bringing students together on-site in international exchange format, as was the case in Annecy. The BrandY gamified platform benefits students by enabling them to learn in a fun and interactive way while increasing employability; it benefits marketing educators by providing them with a ready-made solution to teach brand management; it benefits companies by providing them with better trained students who have acquired, with BrandY, an in-depth and practical know-how in international brand management. During the Annecy test, the complete 8 stages concept of BrandY (Introduction, Targeting, Brand positioning, Brand narrative, Brand equity, Brand communication, Brand loyalty and internationalization) was deployed, partly on the platform, still under development, and partly in paper format. Along the experience, students were graded and asked to respond to a questionnaire to provide feedback on their assessment of the game, of their learning, of their experience on softer criteria, on their likes and dislikes and on the opportunities for improvement to be brought to the platform before its final launch in Valencia end of June 2023, with 60 students from the 10 countries participating in the project.

Authors:

Sabine Emad [1] [*] [^] sabine.emad@hesge.ch

Francisco Suay Pérez [2] [^] francisco.suay@uchceu.es

Abstract ID :

IVEC274

Retos de equidad e inclusión en COIL

Submission Type : Presentation

Abstract Summary :

A través de la colaboración "Collaborative Online International Learning (COIL)" realizada en el 2022, los estudiantes de la licenciatura en matemáticas de la Universidad Autónoma de Nayarit UAN junto con los estudiantes de la licenciatura en la educación infantil de la Universidad CEU Cardenal Herrera, realizada con la finalidad de desarrollar alternativas didácticas e innovadoras para mejorar el aprendizaje de patrones matemáticos en niños de preescolar, se presentaron diversos retos que complicaron la colaboración, entre ellos destacan la comunicación, inclusión y equidad, debido a la diversidad de cultura, horario y formación académica, ante estás adversidades los integrantes recurrieron a diversos medios y estrategias para lograr la participación de todos. Consecuentemente en esta contribución se mostrarán de manera específica algunas alternativas que permitan reducir las barreras de la equidad y la inclusión.

Authors:

Carlos Ochoa [1] [*] 21017115@uan.edu.mx

Jessica Mendoza [2] 21007463@uan.edu.mx

Gael Fernando Garcia Lopez [3] [^] gaelgarlo@outlook.com

Karime Gonzalez Garcia [4] karime.gonzalez@uan.edu.mx

Abstract ID :

IVEC60

Sailing through rough seas: overcoming challenges of COIL implementation at HEIs - global and local perspectives

Submission Type : Presentation

Abstract Summary :

Although Virtual Exchange Collaborative Online International Learning (VE COIL) brings many benefits for students, academics and higher education institutions, it is not easy to institutionalize this learning practice. This symposium gives an insight into the struggle of academics from two university centers who set off on a journey of making COIL projects part of the curriculum. The first presentation demonstrates how the University of La Salle, México, built a global VE COIL-ing network, offering workshops for universities all over the world. The second one presents the path that was followed by the Foreign Language Teaching Center at Adam Mickiewicz University, PoznaÅ„, Poland in order to initiate the process of Internationalization at Home through COIL. The third presentation is an illustration of how the Language Center benefited from the training offered by the University of La Salle, and presents two recent projects implemented by two teachers, from Poland and Mexico, who put into practice the lessons they received during the workshops on COIL design. The University of La Salle, México launched the COIL program in 2021 after 8 years of piloting. The main challenge to institutionalize the program was the incorporation of more academics; for this, two problems had to be solved: the search for partners and training for teachers. So, an asynchronous online training course was designed and the call was launched through the network of the International Association of Lasallian Universities and other networks, including the Compostela Group, in order to achieve interaction between more than 100 universities. Interested teachers from all over the world registered. Regarding the formation of pairs, the UNESCO International Standard Classification of Education was used as a criterion. By classifying subjects into areas of knowledge, it was possible to pair teachers and achieve, after two years, the formation of a network of 1650 academics available to exchange partners and to collaborate. In 2021, having implemented six pilot VE COIL projects at their institution, two academics from the Foreign Language Teaching Center at Adam Mickiewicz University (AMU), PoznaÅ„, Poland faced a similar dilemma: how to promote collaborative online international learning at a university level and how to engage more teachers and students. At the beginning of 2021 the Compostela Group of Universities offered free VE COIL training for its members, and 13 AMU foreign language teachers volunteered. AMU teachers were paired with academics from Spain, Mexico and Peru, and each dyad designed their first intercultural projects during the summer break. In 2021/2022 thirteen successful projects were launched and engaged over 500 AMU and international students from the collaborating HEIs. Among many international participants, the COIL design training offered by the University of La Salle Mexico brought together an AMU academic from Poland, who teaches Spanish, and her counterpart from La Salle Oaxaca University in Mexico. As a result of this partnership two intercultural projects were delivered: one about pop culture and mass media in Poland and Mexico, and the other one about the first meeting of the studentsâ€™ grandparents, with the history of their countries in the background. The aim of both projects was to connect the students with their peers by sharing personal stories, develop their communication

skills, and raise their awareness of how mass media and history shape lives of people in different geographic locations. Surveys conducted among teachers and students after the conclusion of the projects show that VE COIL is highly valued and is worth implementing in the future. This symposium demonstrates how efforts made in various university centers can meet in time, and, thanks to online collaboration, can bring to fruition dreams of individual drivers of change.

Authors:

Katarzyna Radke [1] [*] [^] karad@amu.edu.pl

Olga Moron [2] omm2101@gmail.com

Alejandra Ortega [3] [^] aleortega@gmail.com

Katarzyna Turska [4] kturska@amu.edu.pl

Karolina Kuśnierek [5] karkus@amu.edu.pl

Enrique Cruz Pedraza [6] [^] 000000259@ulsaoaxaca.edu.mx

Abstract ID :

IVEC111

Scaling COIL on a budget

Submission Type : Workshop

Abstract Summary :

As an increasing number of higher education institutions adopt COIL/VE practices, very few provide the organizational support structure to properly nurture and scale a sustainable implementation. The presenters represent such universities, where the need for curriculum internationalization has been recognised, but the effort to do so lies mostly on the shoulders of one person. Often someone whose job description includes other aspects of internationalization. Having a one-person office does not have to contradict a successful and growing COIL/VE practice, but the challenges are evident. During this workshop participants will exchange and learn from best practices of such COIL/VE coordinators. We will explore challenges and strategies to scale a sustainable COIL practice and help participants consider how to apply these to their unique institutional contexts. Presenters will share best practices around the following topics: Exploring the power of learning communities and COIL ambassadors; Recycling projects for sustainable relationships; Offering standardized COIL projects for practitioners with limited time or resources; Collecting and analyzing relevant information from practitioners and participants; Partnering strategically: learning from others and aiming for sustainable relationships; Creating a COIL narrative and aligning it with institutional strategic planning Goals of the session: Learn about cost efficient practices to scale COIL in higher education institutions; Share best practices and mistakes; Identify actions and connect them to solutions that can be applied to participants' contexts; Identify internal and external networking opportunities. Workshop itinerary: Icebreaker: with a body voting method we'll learn who's in the room and the diverse roles that COIL coordinators may have. Activity 2: get the frustration out! Collecting the various challenges coordinators experience. Activity 3: brainstorm solutions for the challenges, using posters and post-its Activity 4: 3-2-1 reflection, whereby participants are invited to connect the solutions to their own context.

Authors:

Osvaldo Succi Junior [1] * ^ osvaldo.succi@cps.sp.gov.br

Alicia Betts [2] ^ alicia.betts@udg.edu

Marina Vives Cabré [3] marina.vives@urv.cat

Eva Haug [4] ^ e.m.haug@hva.nl

Abstract ID :

IVEC57

Secret sauce ingredients for creating and nurturing successful partnerships

Submission Type : Workshop

Abstract Summary :

Creating and nurturing successful partnerships for international online collaboration requires more than technological tools. It requires a deep understanding of cultural differences, effective communication skills, and a willingness to adapt to diverse educational contexts. This workshop will provide participants with practical strategies and tools for successful COIL /VE partnership building. Participants will learn about the stages of partnership development, including establishing trust, defining roles and responsibilities, setting goals, and managing conflicts. Presenters will demonstrate the importance of adaptive communication styles and the use of technology to enhance communication. The workshop will begin with a Think Pair Share icebreaker activity addressing a prompt: "From your perspective, list the 3 5 most important qualities you desire in a COIL partner–at the instructor, COIL Coordinator, and/or institutional level–and the 3 5 most beneficial qualities you can bring to a partnership." Next, the presenters will provide research on effective partnership building, helping participants recognize similarities and differences between COIL/VE and other types of academic partnerships (e.g.,research, mobility, dual degrees). They will also present a model for COIL/VE partnerships at three scales–instructor, staff, and institution levels–and common activities associated with building relationships at each scale. Participants will then be divided into groups of 3 5 to dig deeper into best practices for different types of partnership building activities, developing a set of best inclusive practices that might transcend national contexts and take into account cultural differences for each. For example: "What are the most important things faculty should ask a potential partner during the first matching meeting?" "What are some ways that international offices can use COIL/VE partnerships to start or enrich other types of institutional partnerships?" Participants will share best practices and the session will conclude with a 3 2 1 reflection. Bonus: participants will learn about each other, building connections for future!

Authors:

Rositsa Leon [1] [*] [^] rleon1@depaul.edu

Eva Haug [2] [^] e.m.haug@hva.nl

Stephanie Doscher [3] [^] sdoscher@fiu.edu

Gabriela Méndez [4] [^] gmndez@fiu.edu

Abstract ID :

IVEC299

Sensibilización sobre actitudes de LGBTfobia en estudiantes de psicología de Brasil, Ecuador y México.

Submission Type : Flash Talk

Abstract Summary :

La formación de futuros profesionales de la Psicología requiere la adquisición de conocimientos, habilidades y capacidades de atención en la diversidad e inclusión así como la reflexión sobre actitudes y valores hacia estos. En especial respecto a la diversidad de género e identidad sexual particularmente pertinente en esta era. Uno de los efectos del no respeto a la diversidad es la LGBTfobia, por lo que el presente trabajo se ha enfocado en desarrollar una experiencia educativa de Intercambio Virtual en tres universidades para promover la visibilización de la LGBTfobia en estudiantes de psicología para generar una reflexión y una postura crítica asociada a la equidad de género e inclusión. También fue desarrollada la competencia multicultural al interactuar estudiantes y profesores de Brasil, Ecuador y México respetando el uso de ambos idiomas portugués y español. El análisis de la experiencia del estudiantado fue cualitativo, con un diseño descriptivo y transversal. La muestra fueron 42 estudiantes matriculados en la experiencia en el semestre agosto-diciembre del 2023, 14 de Brasil, 9 de Ecuador y 19 de México. Se recopiló la percepción de quienes participaron en el estudio con un instrumento cualitativo de 10 preguntas abiertas respecto a: cambios en actitudes de discriminación, importancia de los temas abordados para su desarrollo personal y profesional y los elementos propios de la experiencia de interacción entre estudiantes de otros países. Los resultados indican que el estudiantado participante valoró positivamente la experiencia intercultural, hicieron mención al apoyo en las herramientas tecnológicas para la traducción en un idioma diferente al suyo (portugués o español). Respecto al tipo de actividades refieren que las actividades sincrónicas son de su preferencia. Por los resultados encontrados se puede concluir que el estudiantado pudo construir vínculos entre futuros profesionales de la psicología en el respeto a la diversidad de género e inclusión.

Authors:

Fernando Silva Teixeira Filho [1] [^] ww27510@gmail.com

Xochitl Garza [2] [*] [^] xochitl.garza@tec.mx

Daniel Alfonso Oleas Rodriguez [3] daoleas@ecotec.edu.ec

Abstract ID :

IVEC135

Service-Provider Virtual Exchange Practices and Perceptions: A Survey of US-Based Language Educators

Submission Type : Flash Talk

Abstract Summary :

Service-Provider Virtual Exchange (SPVE) is a type of virtual exchange organized by third-party companies for a fee. Such services are provided, for instance, by LinguaMeeting, TalkAbroad, Conversifi, and Boomalang, who shoulder the logistical burden of organizing the exchange: they hire exchange partners, provide limited training, and even offer instructional materials. Individual practice and research reports (e.g., Echevarría, 2019; Hetrovicz, 2021) portray SPVE as an easy-to-use alternative to collaborative virtual exchange, conducive to developing fluency and intercultural competence. However, SPVE has not been studied as widely as traditional virtual exchange (VE), and large-scale reports on the uses and perceptions of SPVE for language teaching are not yet available. This study aimed to fill this gap by surveying and interviewing US-based K-16 language educators who have used SPVE. The presentation will feature the results of statistical and thematic analysis of data collected from 69 participants. It will sketch out the users of SPVE, their perceptions of its efficacy, as well as their strategies for integrating SPVE into the curriculum and assessing student participation. In the Discussion section, the presenter will offer some comparisons between SPVE and traditional virtual exchange based on collected data and published VE literature. Drawing on the results of the study, this presentation will also provide practical recommendations for language educators currently using or curious about SPVE.

Authors:

Valentina Vinokurova [1] [*] [^] vvinokurova@arizona.edu

Sessões de visionamento como uma ferramenta para autorreflexão em contexto de intercâmbio virtual

Submission Type : Flash Talk

Abstract Summary :

Seguindo o tema da trilha da International Virtual Exchange Consortium 2023 voltado à prática, o qual engloba apresentações de cunho inovador e de grande efeito no campo da pedagogia dos intercâmbios virtuais, essa Flash Talk objetiva mostrar os impactos da técnica de visionamento para a autorreflexão dos participantes inseridos no contexto de intercâmbio virtual (ZAMPIERI, 2019; SALOMÃO, ZAMPIERI, 2022). O visionamento, originalmente chamado de stimulated recall (session) (HENDERSON, HENDERSON, GRANT, HUANG, 2010), prevê que os interagentes assistam e comentem sobre os vídeos de suas interações acompanhados de um mediador experiente, com o intuito de elucidar as razões, julgamentos, possíveis mudanças e, em geral, reflexões sobre determinados momentos. A possibilidade que essa técnica fornece de olhar o seu próprio reflexo no espelho é de extrema importância para trazer elementos concretos ao analisar os valores, crenças, atitudes e perspectivas, que são múltiplos e determinados através de experiências. De acordo com Kramsch (2009, 2011) e Liddicoat (2011), o sucesso de uma comunicação intercultural e de uma pedagogia intercultural depende do oferecimento de oportunidades para que o indivíduo perceba suas suposições ao interagir com os outros. Dessa forma, o visionamento prova ser uma estratégia metodológica importante para tornar esses momentos evidentes e fazer com que os participantes os reconheçam. Além disso, os resultados de nossa pesquisa mostram que estas sessões servem como uma excelente ferramenta para a autorreflexão e promovem uma análise mais profunda da interação por parte, primordialmente, do participante. Por fim, essa Flash Talk pretende discutir sobre a técnica de visionamento em si, elucidando suas melhores práticas e também alguns pontos de atenção, com a esperança de trazer inovações pedagógicas e metodológicas para o campo de intercâmbio virtual.

Authors:

Laura Braghini Zampieri [1] [*] [^] laura.braghini@unesp.br

Abstract ID :

IVEC139

Shaking Up With Laughter, Breaking Down Barriers

Submission Type : Workshop

Abstract Summary :

From three years of working together in a collaborative online international learning experience initiated by the Jamal Barzinji Project, we are finding that our students approach the exchange with a great measure of seriousness. While this can be beneficial as tasks are completed toward a final project, and it may demonstrate that they appreciate the opportunity to engage cross-culturally, being overly serious inhibits the group from cohesiveness and the pleasure of shared laughter. Reflecting on how we first met – a younger, Muslim professor of engineering in Malaysia and an older, Catholic instructor of communications and leadership in the U.S. – we know that our ability to find a shared sense of humor built a bridge into each other's worlds that enables us to be more productive. We model our enjoyment with each other in our classes by introducing ourselves via video; through pre-project activities with our own students; and joint ice breaker activities that create opportunities for our students to laugh. As stress and anxiety overwhelm Gen Z, giving permission for fun seems even more essential. Our goal for this in-person workshop is to have fun and laugh. We will discuss the research on how laughter can break down barriers and the interconnection of fun with motivated learning. We will engage workshop participants in the exercises that we have found successful in highlighting differences of language, presenting authentic selves, and exploring new cultures.

Authors:

Ady Dewey [1] [*] [^] adewey@wlu.edu

Atiah Abdullah Sidek [2] [^] atiahas@iium.edu.my

Abstract ID :

IVEC105

Streamlining Virtual Exchange: a Strategic Framework to integrate Virtual Exchange in Higher Education

Submission Type : Flash Talk

Abstract Summary :

Virtual Exchange (VE) as an innovative pedagogy can help Higher Education Institutions fulfil their vision and mission regarding internationalisation, teaching innovation, digitalisation, inclusion, equity and sustainability. Clearly, institutions aiming at integrating VE, whether as part of blended mobility or as a standalone option, will require leaders who can actually steer the profound changes needed at managerial, educational and cultural levels. To this end, and in the light of the European policies in the field, the EU-funded FRAMES project on integration and accreditation of VE in Higher Education (https://frames-project.eu/) has produced a Strategic Framework, which includes a set of concrete actions aimed at supporting the adoption of Virtual Exchange as a regular and consolidated practice of Higher Education Institutions across Europe. This set of actions recognises national and institutional differences, and the specific challenges educators face when implementing VE. It is aimed primarily at University leaders and managers, but also relevant teaching and academic staff such as those working in the Internationalisation office, Academic Affairs, IT services and academic departments, offices dealing with Inclusion and Sustainability, as well as relevant stakeholders outside the institution. The Flash Talk will introduce participants to the FRAMES Strategic Framework, developed around five key areas (Strategic Coordination; Human, economic and IT resources; Accreditation and recognition; Quality; Sustainability). It will also present recommendations for governments and policymakers to raise their awareness of the value of VE and to ensure governmental and institutional support for its integration in Higher Education across Europe and beyond. The talk will summarise key points of the Framework, showing how it can contribute to a smooth integration of VE within the HEI institutional strategies and policies to further enhance the digital readiness and inclusiveness of HE in Europe and worldwide.

Authors:

Sara Pittarello [1] [*] [^] sara.pittarello@unicollaboration.org

Ana Beaven [2] [^] ana.beaven@unibo.it

Marta Giralt [3] [^] marta.giralt@ul.ie

Abstract ID :

IVEC295

Student perspective on impact of Collaborative Online International Learning (COIL) in a public health course

Submission Type : Flash Talk

Abstract Summary :

The Collaborative Online International Learning (COIL) model was developed by the State University of New York (SUNY) in 2006. Since then, it has been widely adopted by higher education institutions around the world to facilitate collaborative learning, provide access to educational resources, and enhance student engagement. COIL removes the physical barriers to connecting with people from international locations where students might not be able to travel. Using online technology, COIL can facilitate synchronous and asynchronous communication between international students and provide opportunities to better understand cultures different from their own. The purpose of this case study is to outline a COIL project for undergraduate public health students and highlight student perspectives as participants. A COIL module between University of Minnesota Duluth and Nottingham Trent University was designed to help undergraduate students learn about international healthcare systems, identify social determinants of health (SDH), and develop cultural knowledge of a chosen country. During a five-week unit, groups met synchronously twice and communicated asynchronously with peers via Google documents, WhatsApp, and ThingLink. Groups provided a detailed summary of what they learned, and each student reported the impact of the experience on their own cultural perspectives as well as knowledge of the SDH for that country. One student's perspective: "Our group developed an interactive map of Honduras using ThingLink with annotations of key themes, data, and references. Each group was able to discuss with peers and provide cultural perspectives and interpretation of the collected themes and data. This experience was beneficial by learning about my peers and gaining an appreciation of others' beliefs, values, and cultures." COIL can provide a positive educational experience for undergraduate students learning about international healthcare systems, SDH, and cultural perspectives. It is recommended that COIL be used to prepare undergraduate students to work successfully in diverse global communities.

Authors:

Marzell Gray [1] [*] [^] mgray@d.umn.edu

Amy Versnik Nowak [2] aversnik@d.umn.edu

Alli Pearson [3] pear0754@d.umn.edu

Abstract ID :

IVEC230

Student Perspectives from Zero Hunger Project

Submission Type : Presentation

Abstract Summary :

This session will interview students who participated in Shenandoah University's (USA) Zero hunger project with Yarmouk University in Jordan. The students worked with local food banks in their specific locales and conducted surveys on how to best serve the various clienteles. They then collaborated virtually sharing their data and best practices on how the food banks could operate effectively and most efficiently. For instance, the team in Winchester learned that their food bank clientele needed more fruits and vegetables while the team in Yarmouk learned that their clientele needed more meat and protein. After getting to know one another virtually, the students visited one another seeing each other's universities and the food banks first hand. They immediately connected as the virtual exchange and joint project laid the foundation for a sustainable and long-term relationship. Their Project culminated in a presentation that they gave at the Barzinji Institute for Global Virtual Learning's bi-annual conference where they shared their outcomes, findings and action plan for next steps. The Project thus allowed the different students from various countries the opportunity to see a UN SDG (Zero Hunger) on a global level and work on a collaborative project virtually and in-person. The Project demonstrates how virtual exchange can operate on the co-curricular level in partnership with offices such as centers for civic engagement and with universities in the Middle East.

Authors:

Younus Mirza [1] [*] [^] ymirza@su.edu

Faith Jones [2] [^] fjones20@su.edu

Josephine Saikali [3] [^] jsaikali21@su.edu

Enas Hani Qudah [4] ymirza3131@gmail.com

Nuseibah Abdel Latif AlTalahmeh [5] yym2@georgetown.edu

Abstract ID :

IVEC243

Students' experience with Brand Management as a virtual exchange game

Submission Type : Flash Talk

Abstract Summary :

The aim of this flash talk is to give the floor to students to share their experience as testers of BrandY, an innovative gamified platform for teaching Brand Management through experiential methods, developed by a consortium of 10 European Universities through a grant from the Erasmus+ strategic partnership program from the EU. BrandY can be used remotely, in Virtual Exchange format, as well as by bringing students together on-site in international exchange format. BrandY's benefits: 1) Students learn in a fun and interactive way while increasing their employability through the knowledge and skills acquired. 2) Lecturers can implement ready-made solutions in their lessons related to Brand Management. 3) Lastly, organizations find in BradY participants, new recruits who are experts in International Brand Management. BrandY has already gone through 5 rounds of testing, involving more students from more countries at each round. In this flash talk, students from Spain and Switzerland will speak more specifically on the testing round that took place in Annecy, France, in March 2023 and brought together 28 students from 5 different countries, who worked in multicultural teams as well as 12 teaching staff from 6 different countries, who all contributed with their area of expertise. After a description of the BrandY gamified platform and its characteristics, students will provide feedback on their experience with each of the 7 stages of the game which follow an introductory warm-up stage (Introduction, Targeting, Brand positioning, Brand narrative, Brand equity, Brand communication, Brand loyalty and internationalization): would they recommend participating to a BrandY physical or virtual exchange? what were they asked to do? what did they learn from it? what added value did it bring to them, beyond the academic content? And lastly, how did it compare to other classes they usually attend?

Authors:

Francisco Suay Pérez [1] * ^ francisco.suay@uchceu.es

Sabine Emad [2] ^ sabine.emad@hesge.ch

Abstract ID :

IVEC67

Synergizing Activism, Climate Movements, and Democracy through Students' Voices: Crafting Relationships between NGOs and Virtual Exchange Practices

Submission Type : Flash Talk

Abstract Summary :

Climate activism has gained huge attention in recent years, and finding practical solutions is essential. To this end, Virtual Exchange (VE) practices are a great way to encourage citizens to be active and engaged in their own communities. This case study takes an in depth look at the benefits of VE experiences working along NGOs, from a learner's point of view. The students involved in this investigation have used metacognitive strategies and visual anthropology methods such as interviews, audiovisual testimonies, observation notes, focus groups, and surveys to collect data. Their research led to the creation of a powerful documentary that will be viewed during this presentation. Collaborative Online International Learning (COIL) provided an effective platform for social transformation and a platform for students to form meaningful connections and create solutions for a better future. The studied project was based on the concept of Transformative Learning (TL), which involves critical consciousness, discourse, and action. The project sparked profound processes involving the resolution of personal dilemmas, expansion of consciousness, and integration of old and new patterns of behavior. During the application of this pedagogy, participants opened to alternative expressions of meaning and a commitment to self reflection. Individuals gained a deeper understanding of themselves, their relationships with others, and expanded perspectives on social justice and peace. The success of the model relayed on the commitment of the multicultural alliances to foster respect and understanding. Students took an active role in their communities by establishing connections with NGOs, The experience enabled efficient information sharing, essential for the success of any climate or democracy initiatives. In other words, students had the opportunity to make their voices heard and created tangible solutions to the urgent climate crisis. The COIL model provided an innovative approach to education by integrating technology in the solution of socio environmental.

Authors:

Alejandra Doria [1] * ^ addoria.19@est.ucab.edu.ve

Francisco Muñoz [2] ^ fa.munozf@gmail.com

Andrea Guillen [3] ^ andreaguillen854@gmail.com

Abstract ID :

IVEC77

Teacher education in a virtual exchange between Brazil and US: Balancing student guidance and affording autonomy

Submission Type : Flash Talk

Abstract Summary :

During the first year, 2022 of a Virtual Exchange (VE) initiative (Gracés, O'Dowd, 2020; Rubin; Guth, 2022) with pre-service teachers (PST) enrolled in Second Language Acquisition-related courses in Pennsylvania State University (PSU), US, and in the State University of Maringá (UEM), Brazil, instructors designed activities according to best practices for VE, but also afforded students ample opportunities to explore potential collaborations. Instructors (also Scholarship of Teaching and Learning researchers) studied PST interactions, instructor-to-PST interactions, PST outcomes, PST reflections through surveys, and PSTs' narratives (only 2023 class) on the VE initiative. This presentation describes what truly supported in 2022 and the (re)organizations instructors implemented for the second VE class 2023, such as instructors' continuous collaborative planning and development of tasks, periodic explanations and check-ins with PST, affording PST autonomy in collaborations to accomplish tasks and research, as well as professors' choice of specific online platforms. The project was thoughtfully balanced with selected guidance for PST but also considered that one of its goals is for them to learn how to face and then deal with the challenges so they can develop certain attitudes in their professional lives, such as agency, leadership, and autonomy. Data analysis explores PST's perspectives on the potentials and challenges of the educational process through project completion. Results will be presented through the lens of previous studies on this topic (e.g. Hauck, 2019; Sadler & Dooly, 2016, Roarty & Hagley, 2021) as well as reflections on the internationalization of the curriculum of the teacher education programs. Implications of this two-year VE study on the professional and academic development of future teachers are considered to prepare for the third year of the project (2024).

Authors:

Lynn Hartle [1] [*] [^] lch1@psu.edu

Luciana Calvo [2] [^] lcsimoes@uem.br

Abstract ID :

IVEC246

Teletandem: reconhecimento das desigualdades impostas pelo colonialismo com vistas à ampliação de redes de parcerias institucionais

Submission Type : Symposium

Abstract Summary :

Authors:

Micheli Gomes De Souza [1] [*] [^] micheli.souza@unesp.br

Rozana Aparecida Lopes Messias [2] [^] rozana.messias@unesp.br

Maisa Zakir [3] [^] maisa.zakir@unesp.br

Michael Ferreira [4] [^] mjf62@georgetown.edu

Flavia Cerqueira [5] [^] flavia_azeredo@jhu.edu

Ludmila Belotti Andreu Funo [6] ludmila.funo@urca.br

Guilherme Mariano Martins Da Silva [7] [^] guilherme.mariano@urca.br

Abstract ID :

IVEC171

The Challenge of VE Training Everyone, Everywhere, All at Once!

Submission Type : Workshop

Abstract Summary :

Challenging Virtual Exchange (VE) instructors with foreign academic relationships, faculty, and evaluation systems, is essential in ensuring the development of future global teaching skills. To succeed, VE coordinators must ensure instructors possess competencies of intercultural communication, critical thinking, global citizenship, multicultural collaboration, adaptation to virtual work environments, and the use of technologies. However, standardization, certification, and training programs strategies and policies may differ between universities. Therefore, this work aims to answer the research question: what are the VE best practices in instructor training? To create a robust checklist of skills and competencies for VE and align our training programs to develop successful, long-term partnerships. This practical workshop will adopt the COIL methodology, starting with an icebreaker. In the introductory talk, we will share the VE training programs of Tecnologico de Monterrey, Florida International University, and Centro Paula Souza. During the collaborative activity, an ethical dilemma will be presented. Participants will engage in an active learning strategy (challenge-based) to address topics regarding teacher profiles and experiences with VE courses (ethics, accreditation, copyright, privacy issues, sustainable development goals compliance, and students' transversal skills assessment). Likewise, we will collect the participants' opinions on various topics of VE to generate recommendations to improve quality assurance mechanisms and support structures of the universities to improve their VE offers based on the training of instructors. The participants' opinions will be collected through a Strategy and Policy survey. Participants will be asked to sign an informed consent to use their answers for academic purposes. We will finish with a brief final talk and a group reflection. This is an ongoing research project. The workshop results will be evaluated and shared in an open-access publication.

Authors:

Gisselle Morales [1] ^ gisselle.morales@tec.mx

Jorge Membrillo [2] * ^ jmembrillo@tec.mx

Ricardo Lyle Bañuelos [3] ^ ricardolyle@tec.mx

Monserrat Balandrano [4] ^ monsebalandrano@tec.mx

Alonso Cruz [5] ^ raucruz@fiu.edu

Regiane Camargo [6] regiane.moreira@cps.sp.gov.br

The complex relationship between (initial) anxiety and social presence in Virtual Exchange

Submission Type : Presentation

Abstract Summary :

Anxiety plays a non neglectable role in Virtual Exchange. Students often experience some anxiety during the beginning of a VE, which may decrease once they better know their partner and their culture (Lee & Song, 2019). VE practice helps students for instance to lower their foreign language anxiety (Saito, 2021; Evolve project team, 2020). It is the climate of trust within the small international VE groups and more largely social presence (Garrison, 2017) that seem to influence students' anxiety, but are plausibly, in turn, also influenced by it. Our exploratory study focuses on the complex relationship between anxiety and social presence. Questions we tackle are: Which types of anxiety do students evoke? How do they evolve during the Virtual Exchange? How do they influence or are influenced by social presence within the small international groups, at the different stages of the Virtual Exchange? The data was retrieved from a VE between a Brazilian and a French university with 31 participants, conducted during 10 weeks in autumn 2021. We distributed four surveys (28 respondents) at different stages of the VE, which allow us to investigate the evolution of both anxiety and social presence during the VE. Additionally, final reflective texts are taken into account. Statistical analyses of the quantitative data based on closed survey items with Likert scales show that initial anxiety is still correlated to social presence after the icebreaker task and even after the main VE task. And, anxiety at later stages is also inversely correlated to social presence measured at the same moments. In order to gain deeper insight into the relationship between anxiety and social presence, we conduct a content analysis on the data of open survey answers and reflective texts. During the conference, we will present the research question, theoretical basis of our study, research methodology

Authors:

Solange Aranha [1] ^ solange.aranha@unesp.br

Suzi Cavalari [2] ^ suzi.cavalari@unesp.br

Elke Nissen [3] * ^ elke.nissen@univ-grenoble-alpes.fr

Abstract ID :

IVEC193

The dream is becoming true: "língua estrangeira para todos". Histórico e desenvolvimento/desdobramentos/ampliação do Projeto Teletandem Brasil.

Submission Type : Symposium

Abstract Summary :

Authors:

Solange Aranha [1] [*] [^] solange.aranha@unesp.br

Laura Rampazzo [2] [^] laurarampazzo31@gmail.com

Diego Prado Pérez [3] dprado@unla.edu.mx

Rosângela Dantas De Oliveira [4] rosangela.dantas@unifesp.br

Mônica Ferreira Mayrink OKuinghttons [5] [^] momayrink@usp.br

Hebe Gargiulo [6] hebe.gargiulo@unc.edu.ar

Florencia Miranda [7] florenciamiranda71@gmail.com

Abstract ID :

IVEC181

The Heart of Exchange: Centering institutional missions in the planning, implementation, and assessment of a COIL experience

Submission Type : Presentation

Abstract Summary :

As COIL practitioners, we enthusiastically express the value and impact of COIL, often drawing from well-known globalization, workforce development, or sustainability goals to promote, organize, and assess our exchanges. These goals seem perfect for the work we are engaging in and provide a strong and universal foundation upon which to build a collaboration. However, because they were created outside of our institutions, they can feel distant and less familiar to our administrators and students; as a result, COIL may be viewed as the pet project of faculty with connections outside the university rather than the embodiment of the universities' identities. Where, then, can we draw inspiration for our COIL exchanges? What goals and values can help us organize our learning tasks and assess the effectiveness of our collaborations? One powerful and grounding source can be the mission statements at the heart of our institutions. For this presentation, Universidad Iberoamericana Puebla and Xavier University will share a process for centering our institutional missions in the planning, implementation, and assessment of our COIL experience. We'll begin by describing how language and ideas from our institutions' mission and value statements provided a learning framework and toolkit from the heart of our institutional ideologies and helped us identify topics and tasks for the exchange. Then we'll share how our respective institutions' administrators, for whom mission and identity are central and directing, joined the conversation with our students, highlighting the connections between COIL and the values and goals of our universities and motivating student engagement and buy in in the exchange. We'll describe how we created collaboration materials using language and ideas from our mission statements. Finally, we'll share artifacts and results from our orientation meeting, assignments and tasks, and pre and post experience surveys that highlight the connection to our institutional mission statements.

Authors:

Margaret Martin [1] [*] [^] martinm@xavier.edu

Raul Avila Sosa Sanchez [2] raul.avilasosa@iberopuebla.mx

Abstract ID :

IVEC104

The impact of a virtual exchange between Business Statistics students of Ecuador and the United States

Submission Type : Flash Talk

Abstract Summary :

In the age of globalization, communicating across borders is vitally important, especially for those that work in the STEM field. Specifically, STEM students should be exposed to the intricacies of cultural impact on questions associated with data use and collection (Baumer et al., 2022). Over the past three semesters, Statistics classes at the University of San Francisco de Quito in Ecuador and the University of Florida in the United States have completed virtual exchange activities. This session will discuss the novel practice of using virtual exchange in this setting. Students experience a two-part virtual exchange in which they first meet their team, and then in the second session, they discuss articles related to data ethics. They write a paragraph together to persuade an author to determine if an article with recommendations about the appropriate use of data. Students at the University of Florida were given an English version of the International Critical Thinking and International Communication Attitudes and Beliefs survey before and after. These surveys were also translated into Spanish and taken by students at the Universidad de San Francisco de Quito. The presentation will discuss the outcomes of these surveys from Spring and Fall 2023 and give recommendations for instructors interested in conducting virtual exchanges in STEM courses.

Authors:

Megan Mocko [1] [*] [^] mmeece@ufl.edu

Ricardo Lopez [2] ralopez@usfq.edu.ec

Abstract ID :

IVEC170

The Impact of Virtual Exchange Through Tangible Student Projects

Submission Type : Presentation

Abstract Summary :

Our presentation will discuss methods that current and future VE professors/instructors may utilize in order to develop tangible projects for students to complete throughout the VE course. This will enable students to attain cultural competence through the four major components (e.g. awareness, attitude, knowledge, and skills). The idea behind this presentation is to provide both the professor/instructor and students with a tangible item post VE course. For example, an International Psychology Course being taught between Morocco and the USA design a pamphlet of resources for mental health services available in both locations, for not only future students to adapt/use, but something for their communities to have access to as well. This way, the components of that VE course lives on and does not end when the course does. Students creating a project, with assistance from their professors and working on it together will also assist in creating rapport within the classroom. Previous case studies and examples from other VE courses will be used. As well as group discussions within the presentation on how to make projects based on the course topic come to fruition. This will include preparation from professors in advance, follow-up, possible research, and guidelines for students. In conjunction, the presenters will work with their current Student Organization and Leadership Engagement Department (S.O.L.E.) prior to the conference to provide some initial data on the relation between student satisfaction and course outcomes for courses that offer tangible projects versus those that do not.

Authors:

Jennifer Crespo [1] * ^ jennifer.crespo@um6p.ma

Nadia Aachlouj [2] nadia.aachlouj@um6p.ma

Abstract ID :

IVEC167

The transformative nature of 'design justice': Exploring how students become 'changemakers' through internationally-collaborative design thinking

Submission Type : Presentation

Abstract Summary :

Authors:

Matthew Wingfield [1] [*] [^] mattwingfield5@gmail.com

Jesi Carson [2] jesi.carson@gmail.com

Marco Adamovic [3] marco.adamovic@utoronto.ca

Bettina Von Lieres [4] bettina.vonlieres@utoronto.ca

Mukisa Mujulizi [5] mukisa@designnerds.org

Abstract ID :

IVEC123

Together, Alone in the Digital Wilds: Experiences of Intercultural Competence in Lingua Franca Virtual Exchange among EAL University Students in Canada and Jordan

Submission Type : Flash Talk

Abstract Summary :

Virtual exchange (VE) has enabled geographically-separated English as an Additional Language (EAL) learners to collaborate in the development of their intercultural competence (IC) (O'Dowd, 2011). However, the recurring application of IC constructs that do not take into account the technology-mediated contexts and social practices, so common in VE research, can restrict the epistemological exploration of the newly proposed practices of IC (Thorne, 2016) and the 'simplexity' (Dervin, 2016) of the VE environment. Similarly, questioning the role of the 'native speaker' in VE problematizes students' essentialist engagement with 'authentic cultural representations' (O'Dowd, 2021). Thus, there is an urgent need for research exploring students navigating IC in lingua franca VE. This presentation shares preliminary findings from my doctoral study that explores IC experiences of EAL university students in a VE between Canada and Jordan. Specifically, the study investigates what experiences or perspectives influence students' IC trajectories in VE. Students are connecting for 6 weeks to complete VE tasks, collaboratively designed by the course instructors. The study follows digital ethnography (Hine, 2015) and case study methodology to inform in-depth understanding of students' IC experiences. Data collection includes a pre-study survey, semi-structured interviews, with stimulated recalls (Mackey & Gass, 2016), and qualitative input from participants' multimodal interactions and artefacts. The preliminary findings provide insights about students' autonomous facilitation of their intercultural learning and emerging cultures of small talk in VE and how student experiences could contribute to the current epistemological understandings of IC and its dynamics in VE. The presentation concludes with discussing research implications.

Authors:

Hiba Ibrahim [1] * ^ hibaib87@yorku.ca

Abstract ID :

IVEC98

Train the Trainers: Designing COIL longevity

Submission Type : Workshop

Abstract Summary :
This interactive workshop will support participants in the development of a holistic and low-cost approach to supporting faculty in their COIL collaborations. Part 1 will feature how to introduce and structure COIL with interested faculty. In Part 2, participants will experience how to design a long-term COIL strategy with space for faculty to discuss their highs and lows of COIL collaboration and share best practices between their peers, ultimately working to build a multidisciplinary cohort mentality. This workshop is aimed at professionals who want to create a comprehensive strategy with their team for inter and intra-university collaboration in the designing of COIL collaboration. But above all for professionals who want to take risks, experiment, and participate in learning teambuilding.

Authors:

María José Castelazo André [1] [*] [^] mcastelazo.andre@iteso.mx

Della Burke [2] [^] deburke@iteso.mx
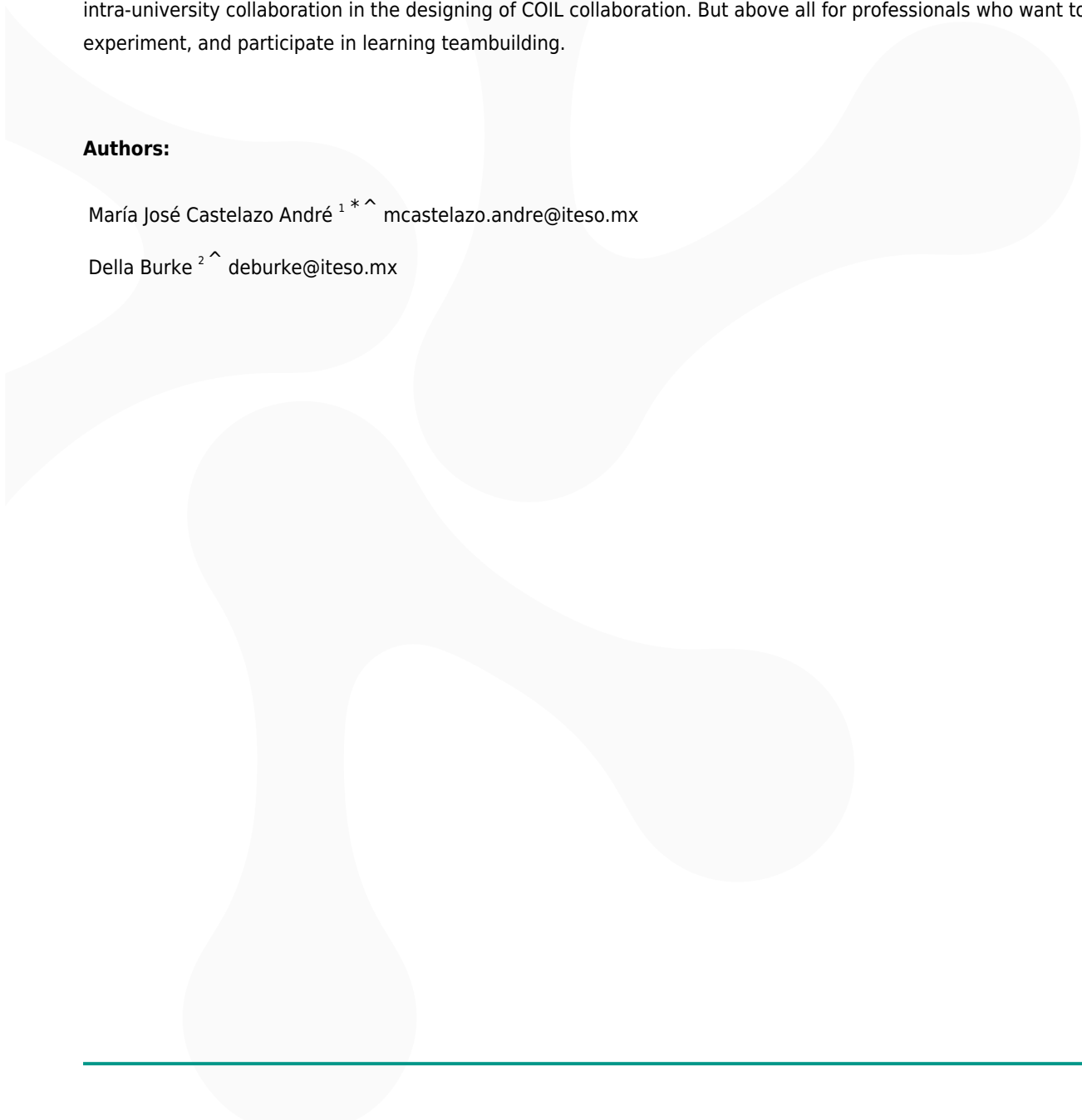
Abstract ID :

IVEC119

Training Faculty Members for COIL: A Comparative Study of Best Practices across Institutions

Submission Type : Presentation

Abstract Summary :

COIL is an emerging pedagogical approach that allows faculty members across borders of time, space, language, culture, and discipline to engage in methodology of virtual exchange. Implementing successful COIL projects requires reinforcing instructors' intercultural awareness, classroom management and communication skills at various stages of the co development process (Brighton, 2020; Esche, 2018; Mudiamu, 2022). To identify best practices for preparing faculty members for COIL, this presentation reports on the findings of a comparative study of COIL training practices offered across various institutions. Data on faculty training practices for COIL were collected through a survey of COIL coordinators from 15 institutions in higher education that are actively engaged in the COIL model. The survey included questions on various aspects of COIL training, such as the format and modality, resources available to support faculty in COIL, and opportunities for faculty to discuss about their COIL experiences. The responses from the survey were analyzed using descriptive statistics and qualitative analysis. The findings suggest that institutions have varying approaches to COIL training for faculty members. While most institutions offer internal, formal training programs, a few others rely on external training, informal mentoring, and peer support. The most common modes of COIL training are online modules supported with resources such as online tutorials, and COIL toolkits to facilitate classroom management and reflections. Opportunities for faculty to discuss their experiences with COIL are often provided through in house workshops and online communities. Based on these findings, we recommend several best practices for training faculty members for COIL. These include developing formal training and ongoing mentorship program that include both online and in person components, incorporating evaluation mechanisms into COIL training, and building opportunities for faculty to share their COIL experiences and outcomes with colleagues. Implications for creating community of practice to facilitate COIL collaborations are discussed.

Authors:

Pakize Uludag [1] [*] [^] pakize.uludag@senecacollege.ca

Monica Kronfli [2] monica.kronfli@senecacollege.ca

Abstract ID :

IVEC280

Understanding Intercultural Learning Outcomes of Low-Commitment Virtual Exchange for Secondary Students

Submission Type : Presentation

Abstract Summary :

Most secondary schools around the world currently have limited opportunity, support, and capacity to provide curriculum-integrated intercultural competence development. Similarly, the limited scheduling flexibility and high-stakes testing in secondary education make direct engagement and connection with peers living in different national or cultural contexts a challenge for educators to provide for their secondary students, despite research indicating its positive impact on their global competence development (Baiutti, 2021; Engel et al, 2017). The adolescent neuroplasticity of secondary school students also provides a rationale for creating virtual exchange opportunities for student engagement as even short intercultural experiences can constructively influence student thinking and identity development at this age (Kartoshkina, 2017; Fuhrmann et al., 2015). This research study examined which intercultural skills students practiced within a low-commitment (1 hour) virtual exchange focused on intercultural dialogue. In a sequential mixed-methods study, data was collected over two years of monthly virtual exchange dialogues from over 2,000 student participants from over 100 different schools in 22 countries. This session will begin with the lead practitioner sharing an overview of the program model and its evolution over the past three years (2020-23) to provide context for the study. The lead researcher will then share the findings and implications from this study, including which aspects of intercultural communication and perspective-taking analysis identified as practiced most frequently. Qualitative data analysis of student reflections identified some additional key areas of interest including the uniqueness of a dialogue-focused learning opportunity within the secondary education experienced by participants. The session will share implications of the research findings as they relate to the opportunities and limitations of a low-commitment and low-cost model of virtual exchange that partners with educators and schools, which will be of interest to both virtual exchange researchers and practitioners currently engaged or considering engagement with secondary age students. References: Baiutti, M. (2021). Developing and assessing intercultural competence during a mobility programme for pupils in Upper Secondary School: The Intercultural Assessment Protocol. Frontiers: The Interdisciplinary Journal of Study Abroad, 33, 11-42. Engel, L. C., Fundalinski, J., Gatalica, K., Gibson, H., & Ireland, K. (2017). Global citizenship education for every student: The case of DC public schools' study abroad program. Childhood Education, 93(6), 516-524. Fuhrmann, D., Knoll, L., and Blakemore, S. J. (2015). Adolescence as a Sensitive Period of Brain Development. Trends in Cognitive Sciences, 19 (10). Kartoshkina, Y. (2017). Neuroscience Behind Intercultural Learning. In B. Kappler Mikk & I. E. Steglitz (Eds.), Learning across cultures: Locally and globally. NAFSA and Stylus.

Authors:

Clare Sisisky [1] [*] crs2227@tc.columbia.org

Chad Detloff [2] [^] cdetloff@gebg.org

Unpacking Equity and Social Justice Issues in the US and Hong Kong: Developing Transformative Collaborations through VE

Submission Type : Presentation

Abstract Summary :

As a teacher educator, I am deeply committed to teaching for advocacy and empowerment. My courses have a strong social justice and equity focus, which carried over into Virtual Exchange (VE) in my undergraduate Perspectives in a Multicultural Society course. My presentation will describe a VE between Georgia State University (GSU) and Hong Kong Baptist University (HKBU) in fall 2022. We created 12 cross cultural groups (n=60), each group comprising of 3 GSU and 2 HKBU students. HKBU instructors and I planned activities to promote student engagement and used Padlet as the portal for student interaction and assignments. The overarching focus of VE was to foster critical thinking skills and analyzing similarity and differences in social equity issues across the two cultures. The intention was that students would identify the parallels in human experience and recognize that human beings, even from far away lands are much more similar than different (Lee, 2018; Rusciano, 2014). An analysis of students' assignments showed that 10-week long collaborative work had tremendous impact on students' understanding of equity issues in the two countries and expressed a heightened need for international advocacy and cooperation. The pre and post VE survey on Intercultural Sensitivity Scale (Chen & Starosta, 2000) showed a significant increase in students' confidence and enjoyment in cross-cultural interaction, more respect for different cultures, values, and languages, and a significant decrease in inhibition to interact with culturally different counterparts (Commander, Schloer, & Cushing, 2022). VE interactions led students to understand that similar underlying structures of oppression operate in all cultures which typically marginalize the minority groups. Students also saw how inequities in the society translate into inequities in educational access. The focus on advocacy helped students reflect on their privilege and agency in impacting positive change, not just locally but also globally.

Authors:

Ruchi Bhatnagar [1] * ^ rbhatnagar@gsu.edu

Abstract ID :

IVEC174

Urban Birds: The intersection of science, art, and local environmental education in a COIL project

Submission Type : Flash Talk

Abstract Summary :

Using the COIL pedagogy, we created a collaborative project with the goal to promote a learning community for students of different disciplines and countries, and for them to focus on the natural history of bird species that are important, but many times relegated in urban ecosystems. The project opened a space for exchanging knowledge among students, and for designing creative visual pieces focused on urban birds. Faculty initiated the student work by creating mixed "Global teams," and guiding students to share skills gained within their own disciplines, with the goal of each team producing a well-informed infographic about one species of urban bird from Lima, Peru or Washington, USA. All infographics were done in both languages spoken by the students, English and Spanish. Instructors and students discussed progress along the different stages of the project (brainstorming, planning, design, presentation). Students also received comments from peers and from local experts on the topic. Faculty, students, and local experts communicated via synchronously and asynchronously sessions using platforms such as Zoom and Miro. In our presentation we will share the process and the outcomes resulting from this collaboration, as well as our own reflections on the learning experience. We will also bring in the students' voices to talk about their learning successes and challenges. Another important aspect we want to share is that, in addition to this collaboration, we partnered with local organizations that will use the students' pieces as materials for environmental education efforts in urban areas. Our project could be considered a successful example of integrating an interdisciplinary, intercultural, and collaboratively learning experience for both faculty and students, and one that also impacts the learning by the local community.

Authors:

Ursula Valdez [1] * uvaldez@uw.edu

Andrea De La Cruz Vergara [2] ^ a.delacruzv@pucp.pe

Abstract ID :

IVEC35

Using Discord and Zoom to Facilitate International Intergroup Dialogue Training: A Case Study Involving the US and UK

Submission Type : Presentation

Abstract Summary :

Intergroup Dialogue (IGD) is a process through which diverse groups of individuals come together to talk through conflict or traditionally polarizing topics. The Bachelor of Science in Music Therapy (BSMTh) includes IGD training as part of a larger social justice curriculum woven throughout undergraduate music therapy course work. IGD training typically includes four hours of guided face-to-face interactions meant to help participants understand their own identities, points of oppression, and points of privilege. The process usually culminates in a dialogue about a pre-selected topic pertinent to the people participating. In an effort to include an international experience for BSMTh students, faculty worked with the IUPUI Office of International Affairs to create a virtual exchange experience focused on IGD with students from two different countries. Faculty utilized a Discord server and Zoom to facilitate a combination of synchronous and asynchronous opportunities for students and faculty in both countries engage in the IGD process. This session will introduce attendees to the IGD process, faculty planning of the IGD-focused virtual exchange, the combined use of social platforms and video conferencing to promote student participation, and lessons learned from the experience.

Authors:

Meganne Masko [1] [*] [^] mkmasko@iu.edu

Adam Rathbone [2] Adam.Rathbone@newcastle.ac.uk

Abstract ID :

IVEC185

Using the Community of Inquiry Framework to Build Community in IVE

Submission Type : Presentation

Abstract Summary :

Since first introduced more than two decades ago, the Community of Inquiry (CoI) framework (Garrison, Anderson, & Archer, 2000) has been used extensively in various online and blended teaching and learning contexts to facilitate community-building among learners. Despite the pervasive use of the CoI framework, however, there has been little discussion of its potential applications for International Virtual Exchange (IVE), even though IVE presents enhanced challenges to community building among learners, such as cultural, linguistic, and geographical differences. In this session, presenters introduce the CoI framework and explore its potential for addressing these challenges and building strong communities in IVE contexts. The CoI framework consists of three key components: cognitive presence, social presence, and teaching presence. Cognitive presence emphasizes the importance of reflection and critical thinking throughout the learning process (Garrison, Anderson, & Archer, 2000; Redmond, 2014). Social presence is defined as "the ability of participants in the Community of Inquiry to project their personal characteristics into the community, thereby presenting themselves to the other participants as 'real people;'" this can be especially important in online contexts where participants may never meet face-to-face (Garrison, Anderson, & Archer, 2000). Finally, teaching presence refers to the integration of instructional design and organization, facilitation, and direct instruction to support learning (Fiock, 2020, p. 138). Purposeful and thoughtful integration of these three components promotes community-building among online learners and leads to more effective and meaningful learning. Applying this framework, presenters demonstrate evidence-based best practices for facilitating community-building among IVE participants and provide tangible, real-world examples of these practices in action. Presenters draw upon lessons learned from a pilot project that implemented CoI principles within a community-building platform to extend engagement between learners beyond instructor-facilitated class time and to promote increased interpersonal interactions among learners.

Authors:

Ben Robbins [1] [*] [^] robbinsbe21@ecu.edu

Melanie Robbins [2] [^] robbinsm20@ecu.edu

Jami Leibowitz [3] [^] leibowitzj@ecu.edu

Abstract ID :

IVEC66

Using virtual exchange to internationalize service to society projects – insights from a VE in Global Health between Brazil, the U.S., and El Salvador

Submission Type : Flash Talk

Abstract Summary :

Internationalization of Higher Education for Society (Brandenburg et al. 2019) has become a "hot topic" in higher education (HE). The question is how HE institutions can align internationalization to their "third mission": service to society. We argue that Virtual Exchange (VE) projects with students engaged in service-learning projects may be an effective strategy to implement these claims. If appropriately designed, the exchange with peers from different geographical and cultural contexts can contribute to enhance both students' learning experience and the community service projects. Learning about service to society projects in other local contexts also raises participants' awareness of global societal issues and, thus, contributes to Global Citizenship Education. In our flash talk, we would like to present our strategy to connect service to society and internationalization. We developed a VE in Global Health between a Brazilian Medical School and partner institutions in El Salvador and the United States. The first edition (2022) involved 35 students from Fortaleza, Brazil, and eighteen students from Chicago, U.S.; in the ongoing second edition 30 Brazilian students exchange with ten students from Baltimore, U.S., and ten students from El Salvador. Brazilian students are carrying out service-learning projects addressing social/family health issues in disadvantaged neighborhoods of Fortaleza; the students from Baltimore and El Salvador are working together in health education projects in El Salvador. In both editions students compared the healthcare systems in their countries, discussing funding, social determinants of health, and epidemiological questions. Then they presented their service-learning projects to their international peers, allowing the whole group to "Zoom" into a distant socio-economic, cultural, and epidemiological reality and, thus, get a "tangible" understanding of global public health issues. The international peers provided feedback on the projects during the planning phase, allowing students to refine them.

Authors:

Jan Krimphove [1] [*] [^] international@unichristus.edu.br

Lia Lira Olivier Sanders [2] [^] lia_sanders@hotmail.com

Abstract ID :

IVEC106

Virtual collaboration in European teacher education: A case study between Germany and France

Submission Type : Flash Talk

Abstract Summary :

This presentation aims to demonstrate the results of developing and implementing a virtual exchange between a German and a French university for student teachers of various disciplines. The objective of the virtual exchange was to enhance student teachers' transnational professional awareness, using the model of the "European teacher" (Schratz, 2014). Although virtual exchange has been extensively applied in the context of foreign languages teacher education, its potential to develop student teacher competences in other subjects, and its influence on teacher professional awareness, remain relatively unknown and untested so far. Deploying a design-based research approach (McKeeney & Reeves, 2012), we therefore designed, implemented and evaluated the outcomes of a virtual exchange in a general teacher education course. Data were gathered through a survey and semi-structured interviews with student teachers participating in the virtual exchange and analysed using qualitative content analysis. Findings suggest that the effective delivery of a virtual exchange requires an established partnership, collaborative student tasks, and the use of synchronous online communication. Virtual exchange can extend student teachers' professional awareness, developing their knowledge of other teacher education systems, appreciation of cultural diversity, and openness to transnational collaboration. Although our focus was on the European teacher, the findings can be applied in contexts outside Europe, where professional discourses emphasise the concept of the global teacher. References McKenney, S. & Reeves, T.C. (2012). Conducting educational design research. Routledge. Schratz, M. (2014). The European teacher: transnational perspectives in teacher education policy and practice. CEPS Journal, 4(4), 11-27.

Authors:

Vasileios Symeonidis [1] [*] [^] vasileios.symeonidis@ph-freiburg.de

Maria-Antonietta Impedovo [2] maria-antonietta.impedovo@univ-amu.fr

Abstract ID :

IVEC125

Virtual EQUchange? The DAAD program "International Virtual Academic Collaboration" (IVAC) and its aspiration to increase equal opportunities for students and teachers in higher education

Submission Type : Presentation

Abstract Summary :

Open access to higher education is an essential contribution to increased equity. Digitization and Virtual Exchange offers opportunities to increase the effectiveness and sustainability of global cooperation and aspirations to increase equal opportunities for students and teachers in higher education through DAAD's digital programs. In this context, this presentation is divided into three parts, First of all, the session will start with a brief introduction into DAAD's digital program "IVAC – International Virtual Academic Collaboration" funded by the German Federal Ministry of Education and Research (BMBF) including its strategic goals. This program aims among other goals to enable students and teachers to gain international experience through virtual collaboration formats in the interest of equal opportunities. Secondly, learnings from selected IVAC projects will be presented to shed light on intentional efforts to overcome equity and inclusion challenges in virtual exchange projects. Insights will be based on the following projects: o "Virtual Master Class Leipzig Tucson Nairobi" (University of Leipzig) - Efforts to overcome global inequality in the context of North-South higher education cooperation o "Participation and Inclusion in early childhood education" (South Westphalia University of Applied Sciences) – a diverse group of students in early childhood education collaborating with peers from Germany and Scotland on inclusion efforts in their field of study Lastly, the audience will be invited to discuss against the background of digital teaching and learning as a means to an end. How can we move from ad hoc digitalization in pandemic times towards using digital formats complementarily in regular teaching to further equal opportunities?

Authors:

Ann-Kristin Matthé [1] ^ matthe@daad.de

Tharane Thananchayen [2] * ^ thananchayen@daad.de

Abstract ID :

IVEC239

Virtual Exchange for All: Access, Benefits and Challenges in VE Programs for Young Learners

Submission Type : Presentation

Abstract Summary :

This demand led research project was motivated by the scarcity of research investigating the challenges, impact of, and perceptions towards global VE programs in the K 12/secondary sector. We have reached out to students, educators, and administrators to establish the value proposition and utility of VE for young people in five geo political regions: Africa, South and Central America, Central and East Asia. The research questions that have guided our study are: -What are the VE contents and outcomes for young learners and what are hurdles they encounter in under resourced areas? -What are some of the competencies or skills developed by young learners in well sourced areas? What are the challenges? -How do the outcomes in these two areas compare? We report on current VE models, contents, outcomes, and potential barriers to VE program adoption in the K12/secondary sector. Our qualitative research design shares characteristics of collaborative action research (AR) and ethnography. AR is "a comfortable partner" to ethnography as it is a form of practitioner research conducted "to improve rationality and social justice" (Gray, 2014, p. 460). It involves close collaboration between the researcher and the practitioners of VE with whom we carried out semi structured interviews, and promotes change (in regards to access and VE participation for young people). Using the narrative approach, we were able to collect various perspectives that allowed us to conduct comparative analysis of the interaction between different variables within the same setting, or across different locations. For many K-12 institutions, the benefits brought by virtual exchange included improvement in communication and language, cultural awareness, and even a shift in trajectories at university level. Many of the challenges relating to access include lack of technology, incentives, language barriers, and processes for curriculum change. Recommendations include making VE programs inclusive and accessible.

Authors:

Samantha A-Saab [1] [^] sabisaab@mubs.edu.lb

Mirjam Hauck [2] [*] [^] mirjam.hauck@open.ac.uk

Müge Satar [3] [^] muge.satar@newcastle.ac.uk

Liudmila Klimanova [4] [^] klimanova@arizona.edu

Kwesi Ewoodzie [5] kwesi@cbbexperience.com

Loye Ashton [6] loye@class2class.com

Jim Elwood [7] elwood.jim@gmail.com

Nael Alami [8] ^ nael.alami@mubs.edu.lb

Abstract ID :

IVEC151

Virtual exchange in Latin America: a profile of faculty and staff participants

Submission Type : Presentation

Abstract Summary :

Latin America has been identified as region with some of the lowest academic internationalization rates in the world (OECD, 2019). Researchers have attributed the low international exchange rates to the fact that most programs are based on student mobility. Furthermore, there is a lack of systematic program implementation as well as limited funding and student/faculty language barriers (De Wit, Gacel-Ávila & Knobel, 2017). In recent years, Latin American institutions have turned to virtual exchange (VE) as an attractive, cost-effective alternative to traditional face-to-face internationalization programs (Goltara et al., 2022; Lafont Castillo et al., 2021). However, the majority of VE research has focused on European initiatives while there is scant research published on VE in Latin America (O'Dowd & O'Rourke, 2019; King Ramírez, 2020, 2022). In an effort to bridge the existing lacunae in VE scholarship in this region, the current presentation will showcase the findings of a mixed-methods study that was carried out among Latin American Collaborative Online International Learning (LatAm COIL) Network membership during 2020-2021. The presentation will establish a profile of Latin American faculty and staff who are presently engaged in VE initiatives and their preferences for VE exchange models. The presentation will conclude with ideas for future VE trainings and project implementation for this specific world region.

Authors:

Carmen King Ramírez [1] * ^ carmenking@arizona.edu

Abstract ID :

IVEC115

Virtual Exchange, Global Impact: The Future of Responsible Internationalization at HEIs

Submission Type : Symposium

Abstract Summary :

Authors:

Eithne Knappitsch [1] [*] [^] e.knappitsch@cuas.at

Barbara Covarrubias Venegas [2] [^] bcovarrubiasvenegas@gmail.com

Anna Zinenko [3] [^] anna.zinenko@uab.cat

Alfonso Diaz Segura [4] [^] alfonsodiaz@ceu.es

Daniela Elisabeth Ströckl [5] [^] d.stroeckl@fh-kaernten.at

KEIKO IKEDA [6] [^] keikoikeda@kandaicourse.net

Camilo Iván Puerto Lopez [7] cipuerto@universidadean.edu.co

Katja Keischnigg [8] [^] KatjaStefanie.Keischnigg@edu.fh-kaernten.ac.at

Lavern Samuels [9] [^] samuelsl@dut.ac.za

Virtual Intercultural Encounters in Higher Education

Submission Type : Flash Talk

Abstract Summary :

Virtual Exchange (VE) is increasingly being used as a vehicle for 'internationalisation at home', offering an inclusive way of accessing intercultural experiences (Ganassin et al., 2021). This presentation reports on a curriculum embedded VE initiative between two universities – one based in the mid western United States and one based in the North of England. Over a period of four weeks , the 'Intercultural Encounters in Higher Education' VE project brought together two groups of students: (1) UK based postgraduate students undertaking master's degrees in cross cultural communication (N=20) who were all overseas students, predominantly from China; (2) undergraduate students studying sociology (N=12) who were all domestic students albeit from a range of ethnic and socioeconomic backgrounds. The overarching aim was to encourage intercultural dialogue among a multilingual, multicultural, and multidisciplinary cohort of students using a range of approaches including the UNESCO Story Circles method (Deardorff, 2019), the critical incident approach (Fitzgerald, 2001), and the intercultural encounters technique (Byram et al., 2009). The 4 VE sessions took place synchronously on Zoom in February and March 2023 and were facilitated by two academics. Each session followed the same format and consisted of (1) an ice breaker activity, (2) an interactive group task, a (3) plenary feedback round, (4) a 'homework' assignment. The activities were designed to (1) foster confidence in interacting with 'culturally others' and (2) empower critical self reflection. The virtual presentation proposed for the conference reports on best practices for implementing innovative pedagogy to enhance virtual exchange in intercultural classrooms. The presentation will provide a widely accessible resource toolkit that includes (1) a facilitators guide, (2) intercultural prompts to be used in story circles, and (3) a resource pack of useful references.

Authors:

Alina Schartner [1] * ^ alina.schartner@ncl.ac.uk

Nathan Rousseau [2] ^ narousse@iupuc.edu

Abstract ID :

IVEC152

VIRTUAL LEARNING PLATFORM AND TRANSITION AMONG ACADEMICS IN NIGERIAN UNIVERSITIES

Submission Type : Flash Talk

Abstract Summary :

Application of virtual platform is gaining acceptance in post covid-19 era among academics in the universities. The platform offers leverage for academic instructors to plan and execute lectures seamlessly. Some platforms are executed using google enhance applications, zoom meeting, skype, YouTube among others. Despite increasing acceptance and utilisation among academics, in some universities it is still underutilized. Some universities have fully attained maturity in application of virtual learning while others have remained at the takeoff stage. This study therefore aimed at examining predictors of utilisation among lecturers in the South-West Nigeria. Rogers' diffusion of innovation model guided this paper. Survey design using quantitative method and cross-sectional study was adopted. Six universities were selected using sample of 420 lecturers. Data were collected and analysed quantitatively using descriptive and inferential statistics. Measuring knowledge on scale attributes, a label for high, moderate and low was used. Attribute above 75% represented high, between 50 to 74% moderate and below 50% low. Finding from data analysed showed that less than half of the respondents scored up to 75% on the scale of knowledge. Majority of the lecturers either lacked awareness of virtual platform or that the awareness did not translated to acceptance as core users. Most Lecturers in the three universities had knowledge of basic electronic application which did not transcend to knowledge and usage of virtual platforms. The paper recommends the need for interface between university management and academics drawing from the knowledge gap and willingness to adopt the virtual learning platforms for academic work. Keywords: Knowledge, Nigeria, University, Virtual Platform, Lecturers.

Authors:

Alexander Dike [1] [*] [^] dike.alexander-leo@iuokada.edu.ng

Lawrence Ezemonye [2] [^] vc@iuokada.edu.ng

Deborah Odejimi [3] [^] odejimi.deborah@iuokada.edu.ng

Abstract ID :

IVEC161

When Worlds Collide: Keeping COIL Alive in a Material World

Submission Type : Flash Talk

Abstract Summary :

The pandemic retreats. The world turns. We emerge from our self-imposed lockdowns in a state of dizzy excitement over the breathtaking interactions that we experienced through virtual learning activities. We laughed, learnt and grew, socially, culturally and intellectually via the internet and our screens. We made new friends, colleagues and met new collaborators. Projects were initiated and the human innovative spirit was in full flow. We showed the world that it was possible, but more than that – in many ways, better than traditional learning models. We surge back into contact with each other and suddenly, we rediscover the addiction of real-world mobility and in-person teaching. Are we able to integrate virtual education, COIL and other lessons learnt from the pandemic into the new, old structure of higher education? Can they coexist? The virtues of virtual education have been amply demonstrated, and, during the pandemic, many thought that this would be the new model for learning for the future. Join us for a flash-talk in which we describe our vision of the next phase of development for virtual education. We will discuss the challenges, advantages and difficulties of nurturing, cultivating and maintaining a long-lasting virtual exchange program from three very different cultural perspectives (Brazil, UK and Spain). We aim to engage in a rapid-fire showcase, demonstrating our advances and challenging the audience to build new and better projects, to answer the question in the back of our post-pandemic minds: Where next for Virtual Education?

Authors:

Chirag Sheth [1] [*] [^] chirag.sheth@uchceu.es

Andrew Morris [2] [^] a.r.morris@keele.ac.uk

Silke Anna Theresa Weber [3] [^] silke.weber@unesp.br

Ana Checa Ros [4] ana.checaros@uchceu.es

Abstract ID :

IVEC191

Which generic competences are most encouraged with COIL? A comparative longitudinal and cross-sectional analysis of student's perspectives in the Netherlands and Switzerland.

Submission Type : Presentation

Abstract Summary :

COIL projects are often known as a form of virtual student exchange that can foster various generic competences that are relevant for the 21st century, such as intercultural communication, digital literacy, critical thinking, and global citizenship. However, there is not much empirical research on how COIL projects can effectively promote these competences and what factors influence their acquisition. Examples that can be found often focus on intercultural learning and are limited to smaller single case studies. This study aims to help to fill a part of the gap in research by conducting a mixed-methods analysis of a larger scale COIL project that has been running for a longer time. It involves all students in an academic year allowing more quantitative analysis and it also gives insight into generic competencies gained that go beyond the intercultural learning process. The study will then examine the pedagogy, technology, and assessment in facilitating or hindering the development of generic competences on COIL. COIL projects have been an integral part of the Facility Management programs from The Hague university of Applied Sciences and Zurich University of Applied Sciences. This research will highlight the quantitative and qualitative data involving 320 students from 2021 and 2022 project as this is the most recent and large-scale data available and will delve deeper using the qualitative data from the years before this. This COIL project is called FM- Beyond Borders. The methodological approach is: a. Quantitative cross-sectional analysis of competences from FM-Beyond Borders class 2022. Identifying significant differences between the generic competences and significant differences between NL/CH students. b. Longitudinal analysis comparing Quantitative data from 2021 and 2022. c. Qualitative analysis of possible causes of a and b. d. Qualitative analysis going beyond this project to previous years.

Authors:

Reinout Klamer [1] [*] [^] h.r.klamer@hhs.nl

Daniel Von Felten [2] vote@zhaw.ch

Abstract ID :

IVEC56

Your Guide to Conducting Virtual Exchange Assessment Across Multiple Classes, Projects, and Languages

Submission Type : Presentation

Abstract Summary :

Are you interested in expanding virtual exchange assessment and publication opportunities at your institution? Join this session to learn about a free, validated survey instrument that you can use to collect quantitative data on VE outcomes, specifically attitudes and beliefs toward international critical thinking and international communication. The instrument lends itself particularly well to conducting assessment at the institutional level, which can be a challenge due to the various timelines, formats, and outcomes of individual VE projects. Additionally, the surveys have now been made available in English, Spanish, and Portuguese, with translation into additional languages planned for the near future. This will allow VE partners to survey students on both sides of the exchange in their native languages and compare responses between classes. Representatives from the University of Florida (UF), Universidad San Francisco de Quito (USFQ), and Universidade Estadual Paulista (Unesp) will introduce the International Critical Thinking (IntCRIT) and International Communication (IntCOMM) Attitudes and Beliefs Survey and explain how they have been used to increase publication opportunities for individual professors, lobby for investment in VE at the institutional level, and measure outcomes on both sides of VE projects. The presenters will share their findings and discuss ways that other institutions may use these surveys in their own contexts to build on existing research.

Authors:

Paloma Rodriguez [1] [*] [^] prodriguez@ufic.ufl.edu

Carrie Martins [2] [^] cmartins1@ufl.edu

Gustavo Primo [3] [^] gustavo.primo@unesp.br

Ana Cristina Biondo Salomão [4] [^] ana.salomao@unesp.br

Camila Cornejo [5] [^] ccornejo@usfq.edu.ec

Abstract ID :

IVEC225

¿Cómo evaluar el impacto de un rompe-hielo en proyecto COIL?

Submission Type : Presentation

Abstract Summary :

Las actividades rompehielo pueden utilizarse en el aula para dar la bienvenida y fomentar la conversación entre los participantes, mejorar la disposición para el aprendizaje y en general facilitar la interacción entre participantes y entre participantes y facilitadores. En el contexto de los cursos COIL se considera que la relación entre rompehielos y colaboración eficaz es directa, así como que el éxito de los rompehielos se encuentra en función del nivel de conocimiento cultural de los facilitadores guía, su dialogo previo y planeación exhaustiva. A partir de estos supuestos, en este trabajo pretendemos ofrecer un recurso sobre las consideraciones necesarias y pautas básicas para el diseño, desarrollo y valoración de las actividades "rompehielos" en el marco de cursos COIL (Collaborative Online International Learning). Siguiendo una metodología cualitativa se realiza análisis documental y entrevistas semiestructuradas a los coordinadores de COIL de las instituciones involucradas (Centro Paula Souza (BR) , Corporación Universitaria Uniminuto (CO), buscando caracterizar las actividades rompehielos para determinar las formas como se eligen, diseñan, planean, desarrollan y evalúan; así como para comprender las percepciones de los coordinadores COIL respecto a estas decisiones de carácter curricular

Authors:

Javier Guerrero [1] ^ javier.guerrero@uniminuto.edu

Regiane Camargo [2] ^ regiane.moreira@fatec.sp.gov.br

Sandra Cruz [3] * sandra.cruz.h@uniminuto.edu

Abstract ID :

IVEC50

¿Qué está ocurriendo en mis grupos de COIL? Cuéntamelo con memes

Submission Type : Flash Talk

Abstract Summary :

Los memes se utilizan como forma de expresión simbólica capaces de sintetizar aspectos compartidos a nivel local y global. Se crean, envían y comparten con el propósito de expresar una opinión y crear emoción. Generalmente su contenido es comprensible para todos los usuarios independientemente de su edad, idioma, cultura y nación. El "lenguaje de memes" posibilita expresar sentimientos sobre ciertos temas, permitiendo crear información relevante utilizando otro tipo de lenguaje diferente al verbal o no verbal. Basándonos en Hahn y Radke (2022), quienes utilizaron los memes como forma de expresión de los momentos críticos vividos por los alumnos durante el desarrollo de un COIL. Se propuso a los 67 participantes en el COIL de veterinaria desarrollado entre Brasil (Universidad UCEFF) y España (Universidad Cardenal Herrera- CEU) que creasen al finalizar el proyecto memes que permitiesen: reflexionar sobre el desarrollo del COIL, hablar de sus percepciones, dificultades, sentimientos, quejas, etc (más allá de lo que expresaron en los múltiples cuestionarios de evaluación desarrollados). De los 25 memes creados, el 56% hacían referencia al idioma, 28% a la cohesión grupal y proceso de elaboración de la tarea del proyecto, 8% a dificultades de encontrar un horario común para trabajar entre ambos continentes y otro 8% sobre diferencias en el nivel de conocimiento entre los componentes del grupo o expectativas de la internacionalización. Mediante encuestas respondieron como principales dificultades: 38% el idioma, 24% las diferencias en huso horario, 20% dificultad para reunirse con estudiantes del otro país y 18% diferencias en el nivel de conocimiento de los contenidos. La información obtenida por memes ayuda a conocer mejor que está ocurriendo dentro de tus grupos COIL de una manera alternativa, permitiendo expresarse con mayor creatividad y ayudando a los profesores a comprender lo que sucede en los tiempos de preparación de las actividades.

Authors:

Ana Guerrero Barrado [1] [*] [^] ana.guerrerobarrado@uchceu.es

Sandra Fernández Pastor [2] sandra.fernandez@uchceu.es

Maria Carmen López [3] clopez@uchceu.es

Jackeline Karsten Kirinus [4] jackeline.vet@uceff.edu.br

Abstract ID :

IVEC216

¿Qué impacto tiene la metodología COIL en los estudiantes con capacidades diferentes?

Submission Type : Flash Talk

Abstract Summary :

El aprendizaje en línea se convirtió en una herramienta de utilidad para el desarrollo académico en estudiantes, donde la característica más notoria de éste medio, es que se puede adaptar a cualquier tipo de enseñanza, ya que con ayuda de la tecnología actual se pueden romper las barreras de aprendizaje que hay para los estudiantes con capacidades diferentes.. Realizar una colaboración entre la Universidad Cardenal Herrera (CEU) y la Universidad Autónoma de Nayarit (UAN) con el objetivo de diseñar nuevos recursos didácticos que permitan el aprendizaje de las matemáticas en etapas tempranas, nos muestra que usando las TICS se crean nuevos métodos de aprendizaje bastante útiles, no solo para estos mismos, si no también para estudiantes con capacidades diferentes. El objetivo es plantear la importancia de introducir algún tipo de tecnología de asistencia que permita a los estudiantes con capacidades diferentes integrarse de forma eficiente a la metodología COIL, teniendo en cuenta las siguientes alternativas como: elementos multimedia con subtítulos, transcripciones de texto, que sean descargables y editables para que el estudiante pueda adaptarlos a sus necesidades y estilo de aprendizaje, demostrando así que esta modalidad es eficiente, denotando una alta capacidad para facilitar el aprendizaje, esto es gracias a la tecnología actual, la cual parece no tener límites, generando una mayor probabilidad de éxito en el aprendizaje para los estudiantes con capacidades diferentes. Todas las personas en el mundo merecen aprender y es importante tener diferentes métodos de aprendizaje para ellos, a pesar de que cuenten con capacidades diferentes eso no los excluye de prepararse y tener la oportunidad de adquirir conocimientos, pues recordemos que todos merecemos ser parte de este mundo. "Necesitamos diversidad en el mundo para enfrentar los nuevos desafíos" -Tim Berners-Lee.

Authors:

Juan Eduardo Olivares Pineda [1] [*] [^] 20010410@uan.edu.mx

César Iván Cortes Valenzuela [2] [^] 18006747@uan.edu.mx

Gerardo Caballero Castañeda [3] [^] 20008585@uan.edu.mx

Abstract ID :

IVEC76

"CASE STUDY OF A BRAZIL-U.S VIRTUAL EXCHANGE TO TEACH SCIENCE FICTION NOVELS: PEDAGOGY BEST PRACTICES"

Submission Type : Flash Talk

Abstract Summary :

By having the support of online communication technologies, virtual exchange has enhanced linguistic and intercultural competences by joining classes in different countries. O´Dowd (2018) states that it involves engaging students in tasks and projects while interacting with partner classes. According to Helm e Beaven (2020), virtual exchange is a pedagogic practice that offers young people opportunities to engage together for particular issues and to collaborate with distant peers within structured educational programmes. This presentation will explain best practices from a successful experience that linked "Science Fiction" and "American Literature III" courses at DePaul University (Chicago, U.S.A.) and UNESP (Sao Jose do Rio Preto, Brazil). In addition to cross campus small group collaborative work via social media based assignments, students read and analyzed novels at the same time in Chicago and S J Rio Preto, overcoming language barriers to develop live presentations. Multiple synchronous class to class meetings took place via Zoom to facilitate live discussion; in addition, email and social media was assigned to support student teams for the creation of cross campus presentations about the novels. Bearing in mind that the virtual exchange practices demand highly organized procedures and great commitment, it was very important to receive positive feedback when, by expressing a variety of views, the majority of the students affirmed enjoying the ability to situate their reading of contemporary sci fi and postmodernism in a global context and noted being pleasantly surprised at their previously untested ability to collaborate across time zones. Overall, it was clear that the telecollaborative actions encouraged students to reflect upon how virtual exchange fosters career enhancing forms of innovation in research and intercultural facility. For the future, next steps include diversifying the syllabus further, adding a translated work of popular Brazilian science fiction, and adding options for learning Portuguese for conversation.

Authors:

Daniela Garcia [1] ^ daniela.nm.garcia@unesp.br

Giséle Manganelli Fernandes [2] * ^ gisele.manganelli-fernandes@unesp.br

John Shanahan [3] ^ jshanah1@depaul.edu

Abstract ID :

IVEC131

"Exit, Voice and Loyalty", from COIL perspective

Submission Type : Flash Talk

Abstract Summary :

COIL projects at CEU Universities (Spain) is a successful story based on identifying academic "loyalty" inside our campuses. What do we mean by "loyalty"? The book "Exit, Voice and Loyalty" (1970), written by A. Hirschman explains the behaviour of organizations and consumers. Like any organization, universities are entities based on the relation between the executive committee (Principals, Vice Rectors, Deans), the workers (teachers and staff) and the clients (students). His treatise is based on the idea that when quality is suffering or there is a need to improve it, some actors may decide to "exit" (to leave and avoid action); others may complain ("voice"), protest and ask for extra money or more rights; while the rest remain "loyal" to the company and implement the new policies. Therefore, the prospects for the future of innovative projects, like COILs, should be based on "loyalty" in stage 1, while you try to understand and integrate the demands ("voice") of those who protest, in stage 2. Loyal members are devoted to the organization's success to reform it and they may change the minds of other colleagues. Thus, to develop CEU universities' strategy, firstly, we started identifying a sample of possible loyal professors that would be our future COIL ambassadors. Along with loyalty, the second key issue is transparency. We were honest regarding the benefits of COIL's virtual exchange, but, above all its difficulties. Transparency was crucial: regarding the need for training, and regarding how much time the people involved would have to dedicate to it. The result has been a great experience of 75 COILs, in just one year (20/21), and the curiosity of many other future ("loyal") COILers for 21/22. Hence, 21/22 was time to dare to trust the "voices", and include an official recognition of the COILs as projects for faculty promotion.

Authors:

Beatriz Jiménez Luengo [1] ^ beatriz.jimenezluengo@ceu.es

Ainhoa Uribe Otalora [2] * ^ ainhoa.uribeotalora@ceu.es

"It Takes a Whole Orchestra to Play a Symphony": Indiana University's Strategies to Grow VE/COIL Offerings

Submission Type : Presentation

Abstract Summary :

In the past two decades, there have been numerous calls by various stakeholders about the need for more globally-competent, empathetic individuals who are able to engage with people of diverse backgrounds and thrive in the ever-evolving world. Although VE/COIL is distinguishing itself as an effective method for facilitating intercultural and global learning across university campuses, challenges persist in engaging faculty, students, staff, and administrators. To capitalize on the teaching, research, and student learning opportunities that VE/COIL offers, policies, strategies, partnerships, and resources that support engagement and implementation need to be put in place at both the institutional and international office level. This session will address the approach, resulting initiatives, and future plans of a state-wide, multi-campus, public research university in the Midwest of the United States to enhance awareness of sustained and meaningful VE/COIL, develop implementation skills, and scale use of the pedagogy while taking diverse campus contexts, faculty comfort levels, and student dispositions into consideration. Presenters will: 1. Share policies designed to encourage faculty to learn about VE/COIL pedagogy and develop VE/COIL learning activities, 2. Outline capacity-building strategies that reach a diverse representation of regions across the state, students, and faculty, 3. Describe collaborative partnerships with university offices that amplify the reach of VE/COIL, and 4. Share plans to build upon current initiatives, including a self-paced online module that will assist faculty, staff, and administrators to learn about essential elements of VE/COIL as well as a campus-level VE/COIL that aims to develop intercultural communication skills and provide a first-hand, multinational learning experience to faculty, staff, and administrators.

Authors:

Leslie Bozeman [1] [*] [^] lbozeman@iupui.edu

Vesna Dimitrieska [2] [^] vdimitri@indiana.edu

Abstract ID :

IVEC266

"Response-able Pedagogy": Connecting Global North to Global South through a Collaborative International Learning (COIL) Course

Submission Type : Presentation

Abstract Summary :

We, colleagues from two Colleges of Education from USA and South Africa, aimed to advance our students' global competencies through participating in a Collaborative Online International Learning (COIL) course. Our research question was: In what way does a COIL course focused on teacher development influence preservice and inservice students' intercultural and global citizenship competencies, and how can COIL partnership be strengthened? Data were collected from a 4-week COIL course, involving 47 graduate (inservice) students from Teacher Action Research 1 course (USA), and 60 undergraduate (preservice) students from an Introduction to Research course (South Africa). The students used the FLIP platform to submit two videos: in Video 1, they introduced themselves and described a local educational challenge/a problem of practice, along with a question for their COIL partner(s); and in Video 2, the students had to reply to the question their COIL partners posed. The researchers employed a mixed methods design that included qualitative and quantitative data sources: students' videos and reflections, Globally Competent Learning Continuum self-assessments and a post-survey of their COIL experience. Drawing on the "Response-able Pedagogy" (Bozalek & Zembylas 2017), we will discuss our COIL findings, including possibilities and challenges using the dimensions of attentiveness, responsibility, curiosity and capability, with focus on our own pedagogical planning and practice. Overall, the results of the study showed the positive impact of COIL interactions and assignments on students' global competencies. Some of the main limitations were the short time frame for more in-depth collaborative opportunities, the differences among teaching experiences (inservice vs. preservice teachers) and the difference of overall levels of global competencies. Previous research has suggested similar outcomes and limitations (Authors (a, b), 2023).We will also highlight lessons learnt about the value of COIL in supporting a "response-able" pedagogy in teacher development programs.

Authors:

Alina Slapac [1] * ^ slapaca@umsl.edu

Karen Collett [2] ^ kcollett@uwc.ac.za

Sarah Coppersmith [3] ^ coppersmiths@umsl.edu

Jingxin Cheng [4] ^ jck37@umsystem.edu

Author Index

Al-Ebrahim, Bibi

A

A-Saab, Samantha

Abdel Latif AlTalahmeh, Nuseibah

Abu Zant, Maysa

Aksakalova, Olga

Alami, Nael

Alfonso Oleas Rodriguez, Daniel

Almeida, Virgílio

Aranha, Solange

Assad , Mahmoud

Aachlouj, Nadia

Abdullah Sidek, Atiah

Adamovic, Marco

Al-Sahili, Khaled

Alba Duran, Juan

Almeida, Odair

Alvarado Ramírez, Rebeca Elizabeth

Ashton, Loye

Avila Sosa Sanchez, Raul

B

Balandrano, Monserrat

BECKER, CATALINA

Belotti Andreu Funo, Ludmila

Bernedo Flores, Liz Sandra

Betts, Alicia

Bobo, Benita

Braddy, Jon

Briñez Valderrama, Angie Vanessa

Bryant, Abigail

Bunch, Karen

Beaven, Ana

Beelen, Jos

Benmassoud, Jihane

Besana, GianMario

Bhatnagar, Ruchi

Bozeman , Leslie

Braghini Zampieri, Laura

Brua, Chas

Bulnes, Claudia

Burke, Della

C

Caballero Castañeda, Gerardo

Cadena, Mariela

Calvo Barrachina, Maria

Camacho-Zuñiga, Claudia

Camargo, Regiane

Carson, Jesi

Cabezas, Gabriel

Calvo, Luciana

Camacho, Luis

Camargo, Regiane

Carbonetto , Tracey

Castelán López, Araceli

Castelazo André , María José

Cebrian Amasifen, Juan Carlos

Checa Ros, Ana

Cheng, Jingxin

Chu, Curtis

Coker, Jeff

Collett, Karen

Cornejo, Camila

Cosgrove, Beth

Crespo , Jennifer

Cruz, Alonso

Cruz Pedraza, Enrique

Cavalari, Suzi

Cerqueira, Flavia

Cheikhrouhou, Nadia

Cherchiglia, Leticia

Clavijo Rojas, Diana Isabel

Colantonio-Yurko, Kathleen

Coppersmith, Sarah

Cortes Valenzuela, César Iván

Covarrubias Venegas , Barbara

Cruz, Sandra

Cruz, Laura

Curran, Mary

D

Daceus, Christelle

Dantés , Paola

Dawson, Mark

De Louw, Eveke

Dévora Isiordia, Germán Eduardo

DeWinter, Alun

Díaz, Bertha

DiBetta, Anna Maria

Dimitrieska, Vesna

Divens, Tammy

Doria, Alejandra

Dutton, Gillian

Dantas De Oliveira , Rosângela

Davis, Donna

De La Cruz Vergara, Andrea

Detloff, Chad

Dewey, Ady

Di Sarno-García, Sofia

Diaz Segura, Alfonso

Dike, Alexander

Divens, Jessica

Dongo Escalante, Irvin Franco

Doscher, Stephanie

Dyba, Natalia

E

Ellis, Teneisha

Emad, Sabine

Essoka, Pauline

Ezemonye, Lawrence

Elwood, Jim

Eppler, Marion

Ewoodzie, Kwesi

F

Fang, Ming

Fernández Frey, Michael

Fernandez Mommer, Erin

Fernández Pastor, Sandra

Ferreira, Michael

Ferreira Mayrink OKuinghttons, Mônica

Finardi, Kyria

Freschi, Ana

FUCHSLOCHER, BARBARA

Fuentes Valdéz, Ramona

G

Gan, Bee

Garcia, Daniela

Garcia Lopez, Gael Fernando

Gargiulo, Hebe

Garza, Xochitl

Giambo, Debra

Gilbrecht, Alia

Gilbrecht , Alia

Gimeno, Mercedes

Giralt, Marta

Girish, Shilpa

Goldstein, Avi

Gomes De Souza, Micheli

Gonzalez Garcia , Karime

Grace, Emmy

Gray, Marzell

Griggio, Lisa

Guerrero, Viviana

Guerrero, Javier

Guerrero Barrado, Ana

Guillen, Andrea

H

Hani Qudah, Enas

Hanson, Katherine

Hartle, Lynn

Hauck, Mirjam

Haug, Eva

Hayes, Mary Kathleen

Hildeblando Junior, Carlos

Hoelz Pacheco, Priscilla

Hokama, Paula

Hong, Carrie Eunyoung

Howard, Greg

I

Ibrahim, Hiba

Ierusalimschy, Vitor

IKEDA, KEIKO

Impedovo, Maria-Antonietta

J

Jager, Sake

Jegerstedt, Kari

Jiang, Xinquan

Jiménez, José Luis

Jiménez Luengo, Beatriz

Jithoo, Divinia

Jones , Faith

Jones, Linda

K

Karsten Kirinus, Jackeline

Kelley, Jacob

Khader, Abdelhaleem

King Ramírez, Carmen

Klimanova, Liudmila

Knappitsch, Eithne

Krengel, Fabian

Kronfli, Monica

Kunjuthamby, Sathees

Kuśnierek, Karolina

Keischnigg, Katja

Ketzer-Nöltge, Almut

Khalil, Karima

Klamer, Reinout

Klimas, Christie

Koris, Rita

Krimphove, Jan

Kube, Luciana

Kurney, LaTanya

Kwaśniewska, Anna

L

LaBuda, Melissa

Leibowitz, Jami

Leon, Rositsa

Liberado, Eduardo

Lonergan, Patrick

Lopez, Ricardo

López, Maria Carmen

Louveaux, Quentin

Luengo, Lisa

Lynch, Gale

Lausberg, Isabel

Leiva, Fabricio

León-León, José

Lira Olivier Sanders, Lia

Lopes Messias, Rozana Aparecida

Lopez, Janeth

López, Rosaura

Loyola, Oscar

Lyle Bañuelos, Ricardo

M

Manganelli Fernandes, Giséle

Markazi, Daniela

Martin, Margaret

Martinez-Evangelista, Lily

Martins, Carrie

Maskey, Vishakha

Matamoros Canales, Jorge Ernesto

Matthé, Ann-Kristin

Megdiche , Islem

Mariano Martins Da Silva, Guilherme

Márquez, Shannon

Martinez Evangelista, Lily

Martins, Antonio Cesar Germano

Masardo, Alex

Masko, Meganne

Matiola, Vanessa

Mavrakis, Nadia

Mella, Peter

Membrillo, Jorge

Mendoza , Jessica

Merlino, Adele

Mirza, Younus

Mocko, Megan

Morales, Gisselle

Morris, Andrew

Mrkic-Subotic, Natasha

Mujulizi, Mukisa

Méndez, Gabriela

Mendoza-Martínez, María Luisa

Miranda, Florencia

Mizrahi, Elena

Moquete, Elsa

Moron, Olga

Morris, Shelly

Mudiamu, Sally

Muñoz, Francisco

N

Nájera-García, Pedro

Nissen, Elke

Núñez-Tapia, Francisco Alberto

Nishio, Tomoe

Nolan, Dan

O

Ochoa , Carlos

Offiong, Raphael

Olivares Pineda, Juan Eduardo

Ortega, Alejandra

Osin, Evgeny

Owens, Dawn

Odejimi, Deborah

Oggel, Gerdientje

Orsini-Jones, Marina

Ortiz-Rojo, Ramon

Otieno, Daniel

P

Pál, Ágnes

Park, Keumjae

Pearson, Alli

Peña Becerril, Maritza

Plazas Riaño, Carlos Andrés

Prado Pérez, Diego

Puerto Lopez, Camilo Iván

Puntí-Brun, Mònica

Pang, Guanglong

Paulo, Gilcilene

Pellettiere-Calix, Lorette

Pittarello, Sara

Pople, Alison

Primo, Gustavo

PUFAHL, JEFFREY

Putman, Brad

R

Radke, Katarzyna

Rampazzo, Laura

Ramos, Marta

Rathbone, Adam

Rethi, Gabor

Rivera , Amelia

Robbins, Melanie

Rodrigues Dos Santos, Maiara

Rodriguez, Paloma

Rodriguez-Roda Layret, Ignasi

Rousseau, Nathan

Rueda Cordones, Daysi Paola

Rezek, Jon

Robbins, Ben

Robinson, Jerrell

Rodriguez, Luis

Rodriguez Luna, Veronica

Rosario, Melissa

Rubin, Jon

S

Saikali, Josephine

Salomão, Ana Cristina Biondo

Sanches, Cíntia

Sargent, Tanja

Schaarschmidt, Cindy

Shafer, Andie

Shannon-Ramsey, Vivian

Shiau, Christine

Silva Teixeira Filho, Fernando

Sisisky, Clare

Sours, Patrick

Souza, Fábio Marques De

Stevenson, Andre

Ströckl, Daniela Elisabeth

Succi Junior, Osvaldo

Symeonidis, Vasileios

Szende, Thomas

Sakuda, Keith

Samuels, Lavern

Sarch, Amy

Satar, Müge

Schartner, Alina

Shanahan, John

Sheth, Chirag

Silva, Rickison Cristiano de Araújo

Simon, Nicole

Slapac, Alina

Sousa Ferreira, Sara Betina

Stara, Flavia

Straight, Brian

Suay Pérez, Francisco

Suk, Lena

Szecsi, Tunde

Szilagyi, Janka

T

Taroff, Kurt

Tessmer, Antoinette

Trindade Filho, José Carlos

Turska, Katarzyna

Tenani, Luciani Ester

Thananchayen, Tharane

Tripathi, Harshita

Tzoumis, Kelly

U

Udoh, Isidore

Udyavar, Sharmila

Uludag, Pakize

Uribe Otalora, Ainhoa

V

Valdez, Ursula

Valencia Escobar, Sandra Julieth

Velasquez, Lilian

Versényi, Adam

Versnik Nowak, Amy

Vinokurova, Valentina

Violant-Holz, Verónica

Vives Cabré, Marina

von Felten, Daniel

Von Lieres, Bettina

W

Wagner, Bridget

Weber, Silke Anna Theresa

Wilson, Adam

Wimpenny, Katherine

Windle, Hope

Wingfield, Matthew

Winn, Sandra

Woodley, Lisa

Workman, Margaret

Y

Yenerall, David

Z

Zakir, Maisa

Zinenko, Anna

Zornoff, Denise

Zurcher, Stephen