

# Virtual Exchange & Summer 2020: Ideas and Resources

Welcome to our webinar. We'll begin shortly...

- All participants are muted on entry.
- If you have questions or need assistance during the webinar, please use the Q&A box to communicate those to your host.
- Q&A for panelists will be held after they have finished presenting, but you can submit questions at any time.

Hosted By:

THE  
FORUM  
ON EDUCATION  
ABROAD

# Your Hosts:



**Amelia Dietrich**

Director of Research & Resources  
The Forum on Education Abroad  
Education Abroad



**Melissa Torres**

President & CEO  
The Forum on

# Our Agenda

- Welcome and introductions
- What is virtual exchange and why use it?
- Models
- Best practices
- Resources & training
- Q&A

# Our Panelists:



Mary Lou Forward  
Executive Director  
Intercultural  
Ctr. for Collaborative Online  
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(CILMAR)



*Collaborative Online International Learning*  
[www.coil.suny.edu](http://www.coil.suny.edu)



Kris Acheson-Clair  
Director, Ctr. for  
Learning Mentorship,  
and Research



Center for Intercultural Learning,  
Mentorship, Assessment and Research

# About Us



*Collaborative Online International Learning*  
[www.coil.suny.edu](http://www.coil.suny.edu)

The SUNY COIL Center cultivates an engaged educational environment by providing the resources, support, and professional network to enable educators and institutions to incorporate virtual engagement opportunities for all students and faculty.

# About Us



# What is Virtual Exchange?

- Technology-enabled dialogues and collaboration between people and classrooms sustained over a period of time
- Interactive social learning
- Facilitated (by professors or trained facilitators)
- Meaningful transnational and intercultural experiences
- Often project-based, can involve service learning and/or community engagement

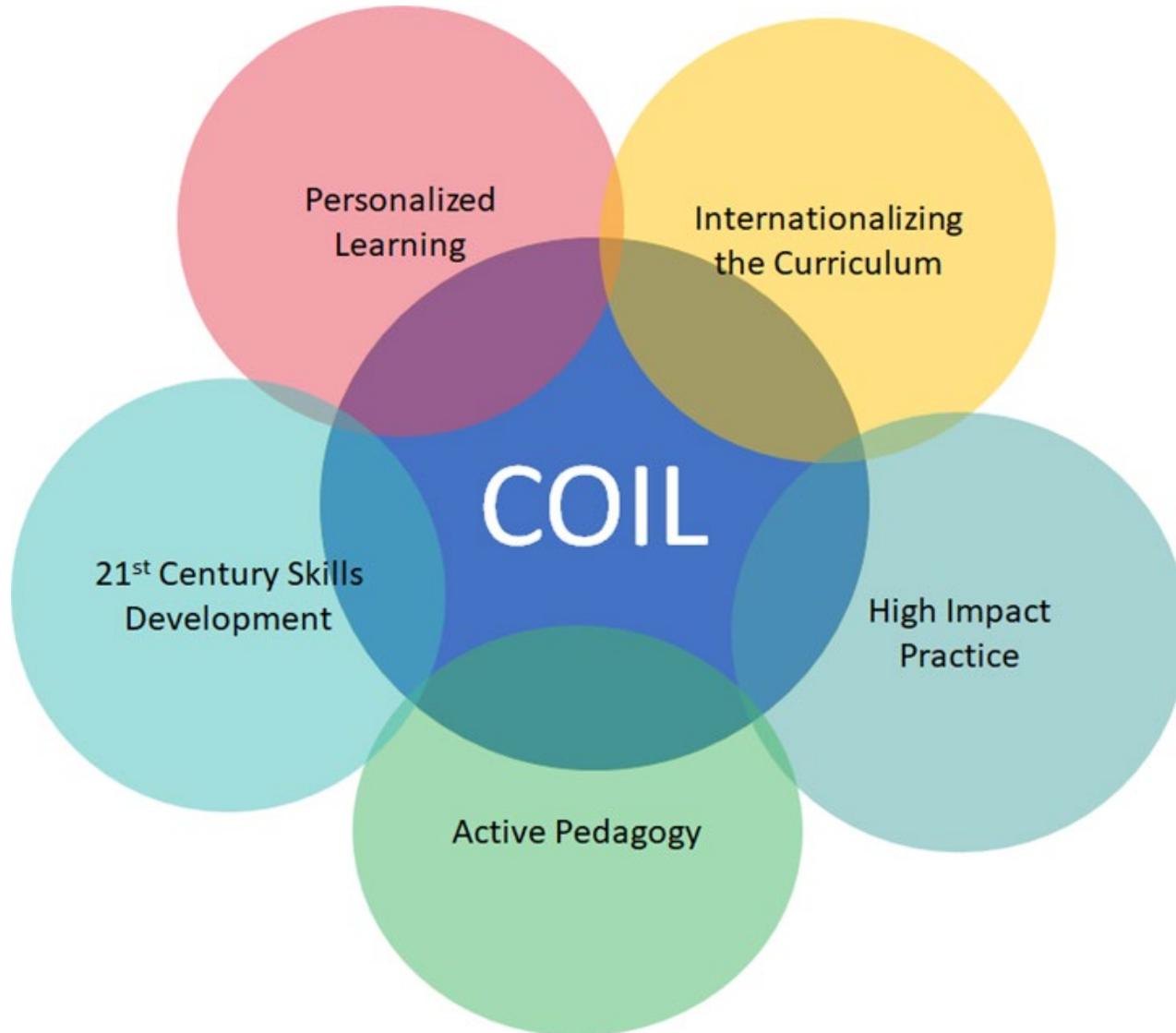
# What Virtual Exchange is not

- MOOCs
- Virtual mobility
- Digital Penpals
- Distance learning courses
- Informal social media interactions
- “Study Abroad Lite”
- Unmoderated, unsustainable, unstructured communication

# Why Virtual Exchange?

- Internationalization, curricular and co-curricular
- Equity and inclusion
- Preparing students for a global and increasingly online economy and workplace
- Encourage appreciation for diversity and multiple viewpoints
- Cost effective and scalable

# Alignment with Institutional Goals



# Models of Virtual Exchange

## Course Embedded

- Two+ professors from different countries add an intercultural virtual dimension to courses
- Shared learning outcomes with activities that promote interaction and collaboration between students
- Asynchronous and/or synchronous communication
- Various lengths from a module to a full course
- Can be implemented in any subject or course, and partnered courses often not in the same discipline

# Case Study: COIL (Collaborative Online International Learning)

## Course A

Institution B  
Language C  
Same or different discipline

COIL module

Credit given in course A

Professor collaboration  
Design, development

Student collaboration  
Discussions, project

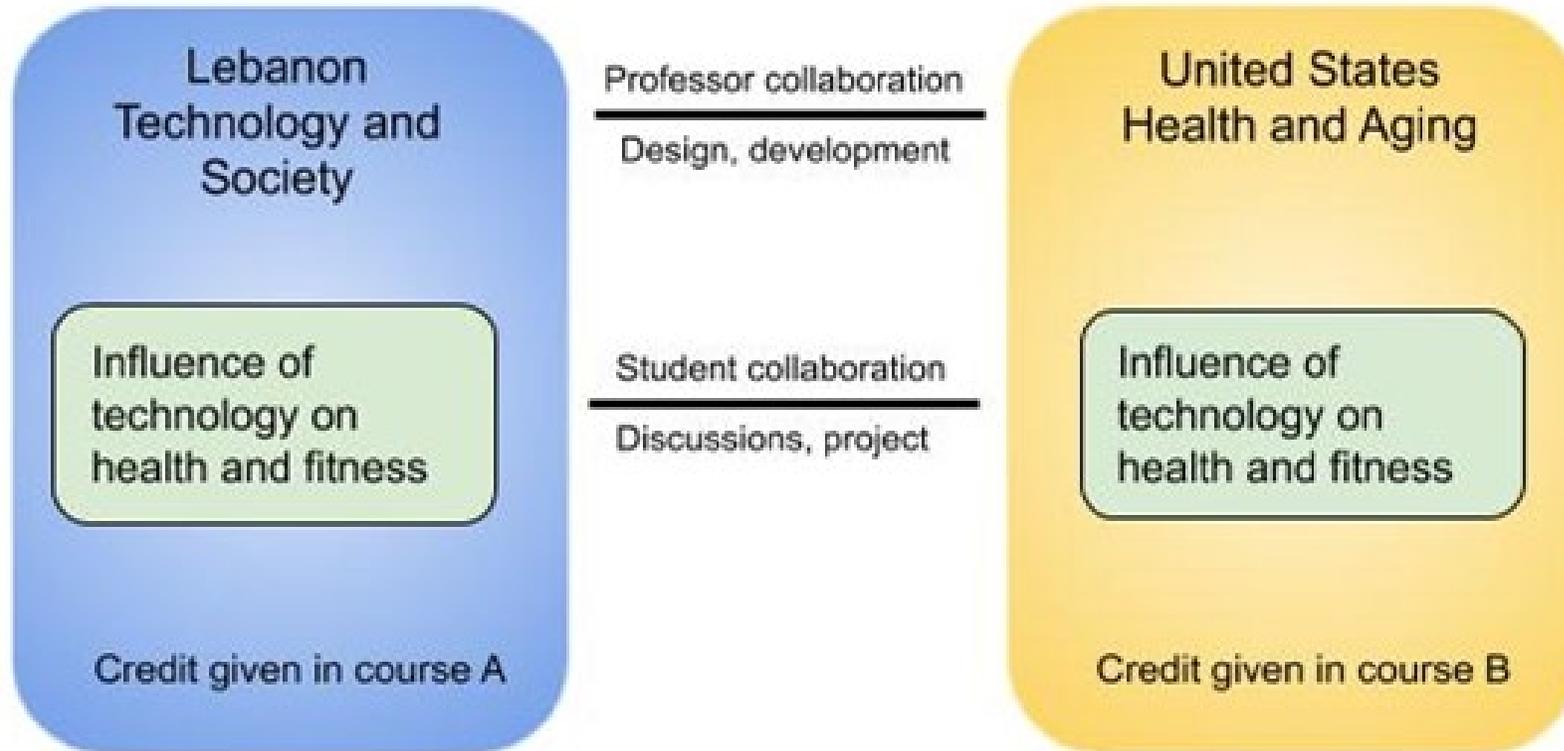
## Course X

Institution Y  
Language Z  
Same or different discipline

COIL module

Credit given in course B

# Case Study: COIL (Collaborative Online International Learning)



# Resources for COIL

Capitalize on diversity by adding interactive and experiential intercultural learning activities

- Intercultural competence does not happen automatically in VE/COIL (like in study abroad)
- New webinar series from CILMAR on virtual ICL (contact [cilmar@purdue.edu](mailto:cilmar@purdue.edu) for registration)
- 500+ curated experiential activities & assessments in the Intercultural Learning Hub - [hubicl.org](http://hubicl.org)
- See especially relevant HubICL collections from [Kris Acheson-Clair](#), [Annette Benson](#), and [Katherine Yngve](#)



Center for Intercultural  
Learning, Mentorship,  
Assessment and Research



# Models of Virtual Exchange

## “Outsourced” Virtual Exchange

- Organized and generally facilitated by external entities
- Usually outside the classroom, usually not for credit
- Usually have specific aims, such as exploring a topic or issue
- Usually includes students from many countries and institutions
- Focus on synchronous communication

# Case Study:

Engaging students in interdisciplinary international virtual real-world problem-solving projects

- [EPICS](#) and [World Learning NextGen Coders](#)
- Students connect globally with peers and non-profit orgs to design technical solutions that work in local contexts
- Benefits: Application of skills, experience on multi-disciplinary teams, service learning offers pro-social impact, usually no cost
- Drawbacks: Limited opportunities, may need mentoring, may not align with course objectives

EPICS®



World Learning Inc.

# Models of Virtual Exchange

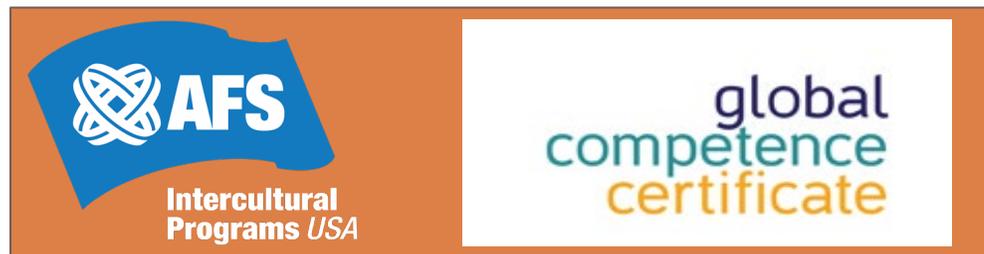
## “Hybrid” Virtual Exchange

- Existing coursework by external entities that can be incorporated into your course
- Proprietary content with an access fee comparable to textbook cost
- Usually not for credit on its own; meant to be used as a supplement to your course
- Usually have general intercultural learning outcomes, making them applicable to courses on many topics
- Typically connect students from around the world
- Instructors can facilitate the content or outsource mentoring for an additional cost

# Case Study:

Integrating existing online curricula with course content

- [AFS Global Competence Certificate](#)
- 12 contact hours (synchronous and asynchronous)
- Students interact with peers from many other countries and institutions
- New mobility-neutral (PD/local diversity focused) version available for those not traveling
- Evidence of effectiveness - Purdue University study
- Cost - Retail \$95/student (institutional discounts)



# AFS Global Competence Cert.



Request a demo or more information [here](#)

## 07.1 When Cultures Collide

**Task 1: Watch the video below.**



**Task 2: Respond to at least one of the following video questions in the forum below:**

1. Why is it important to differentiate between cultural surprise and irritation?
2. Which reaction to cultural difference arises from behaviors? Which from values?

COMMENTS

99+

Best



Your comment



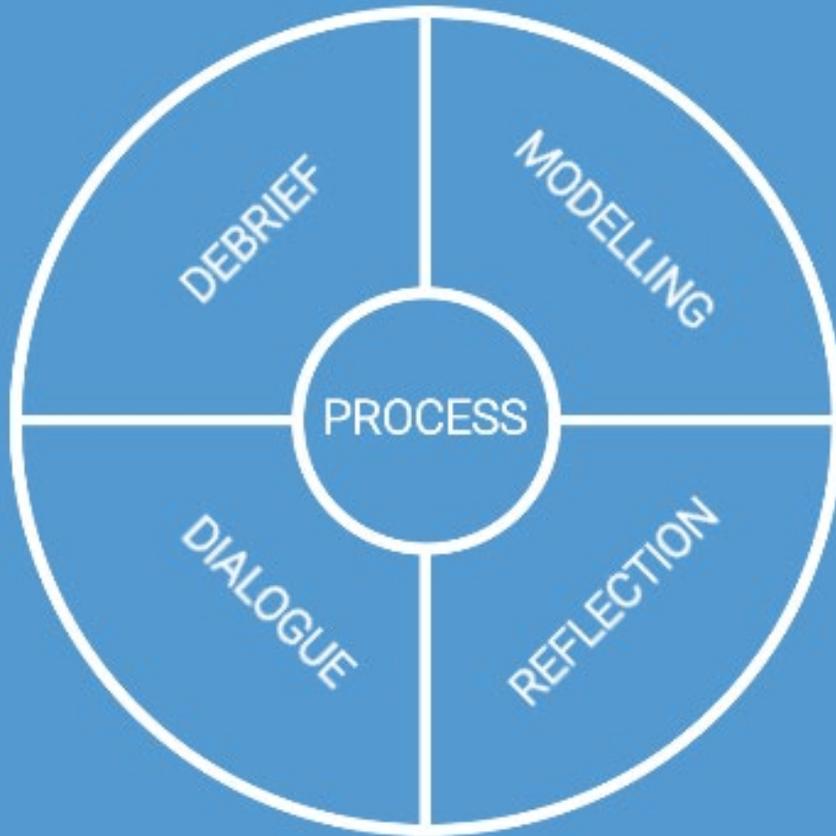
# Case Study:

Embedding a new virtual intercultural group 'reflection-through-interaction' module in your course

- [Crossing Borders Education](#)
- 3 weeks of micro-lessons and facilitated small group meetings in 3 weeks (10 hours total)
- Innovative methodology jumpstarts meaningful peer learning across difference; new methodology 'primes the pump' and then guides dialogue
- Evidence of effectiveness - Glasgow University study
- Cost - \$75 per student

# Crossing Borders Education

## VIRTUAL FISHBOWL PROCESS



### STEP 4

**DEBRIEF:** returning to the large group and having three students of different peer groups share first insights that emerged in the small group dialogues.

Request a demo or more information [here](#)

# Turning Faculty Led Summer Study Abroad into Virtual Exchange

## **Mapping your planned physical exchange program:**

- What are your learning objectives?
- What are the critical activities that support these objectives?
- Who do students interact with to reach these goals?
- How do you encourage reflection?
- How do you assess students?

# Turning Faculty Led Summer Study Abroad into Virtual Exchange

## Planning your virtual exchange program:

- How can your learning objectives be modified for online experiences?
- What combination of information, artifacts and activities will help students achieve these?
- Who among your contacts in your study abroad destination are willing and able to interact online?
- Is there a counterpart community of students or others to collaborate with?
- Planning for reflection and assessment

# Example: Virtual Study Abroad to Tanzania

Since 2009, Dr. Mara Huber, Director of the ELN, has been taking members of the UB and Buffalo communities to Tanzania to explore [women's empowerment and social innovation in the Mara Region](#), engaging with partners through collaborative projects.

This fall, we are excited to offer **our first Virtual Study Abroad trip**, transporting students to this remarkable part of the world and introducing them to the places and people Dr. Huber has been working with for over ten years. The course will follow the same study abroad itinerary and will feature: Dar es Salaam, Mwanza, Musoma, Tarime, Serengeti, Ngorongoro Crater, Moshi/Arusha, Zanzibar.

In addition to active participation in class "trips" and "meetings," students will work on mentored group projects through the [ELN Project Portal](#), collaborating with featured Tanzanian partners to support community development initiatives, earning digital badges along the way.

Fall 2020 - PSY499

Tuesdays and Thursdays, 9 – 10:20 a.m.

24 Capen

Space is limited. Contact instructor Dr. Huber to get added to the class.



University at Buffalo

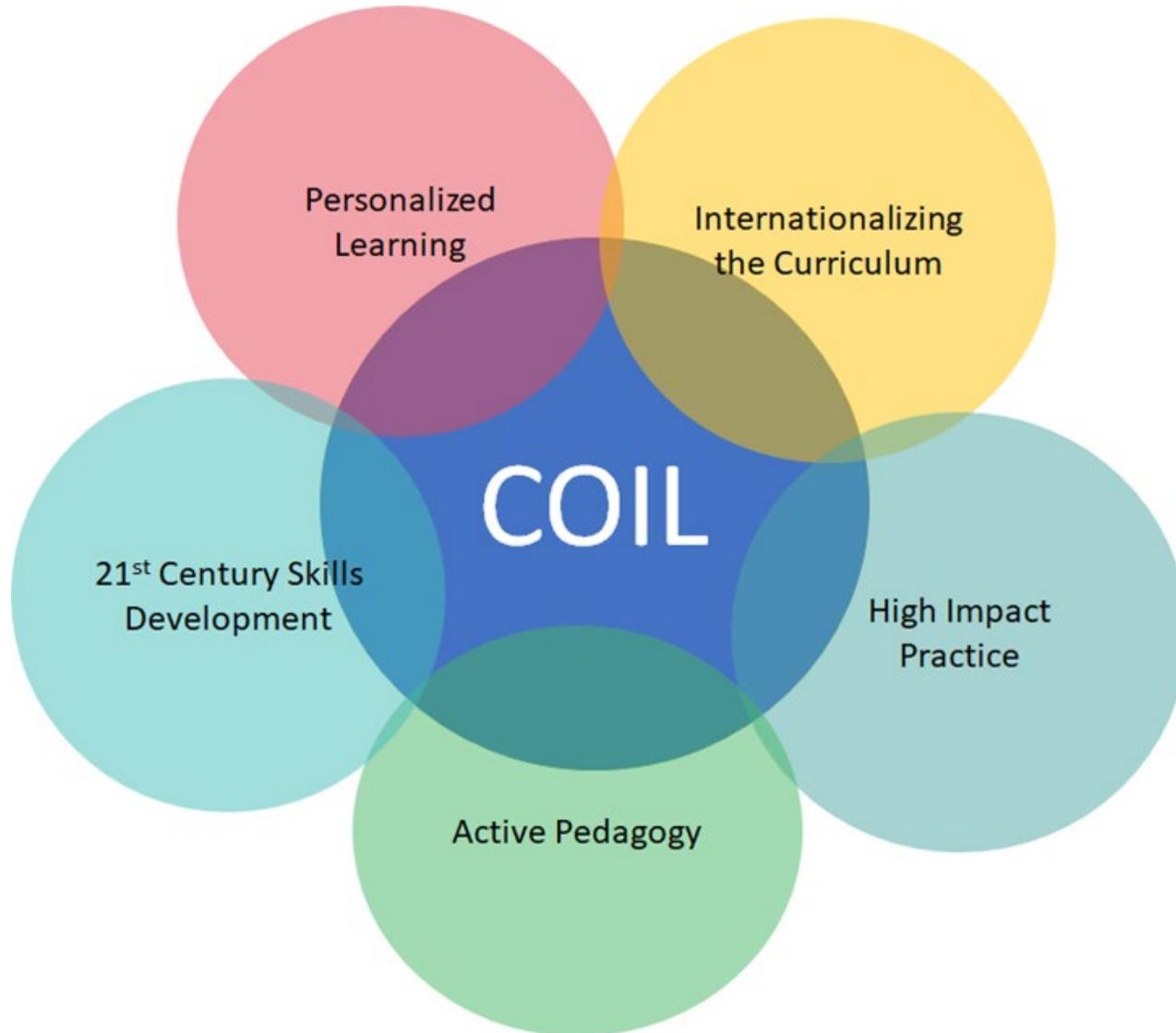
Experiential Learning Network

<http://www.buffalo.edu/eln.html>

# Best Practices for Virtual Exchange

- Take time to build trust with your partners (in planning) and among students (required activities).
- Alignment of activities to outcomes is key. Be clear in what you want your students to understand and learn.
- Collaborate on the design. Be open minded.
- Intentionally include intercultural communications and cross cultural skills development.
- Build in reflection. Help students contextualize and apply.
- Technology is of lesser importance than thoughtful design. Many platforms will work. Get help from instructional designers to make sure you have the features you'll need.
- Just as in physical exchange, patience, a sense of humor, flexibility, honesty and respect are necessary to be successful.

# Thinking Longer Term



# Thinking Longer Term

- Virtual Exchange = equity and inclusion for global learning
- Internationalization of the curriculum; successfully done with any discipline and across disciplines
- COIL can increase interest in study abroad; can wrap around a study abroad experience for greater learning
- Virtual exchange provides faculty regular international experiences and can help enlarge global networks
- Regular virtual exchange opportunities allow students to have meaningful international experiences throughout their time at your institution

# Training opportunities

- SUNY COIL Center introduction to COIL - <http://bit.ly/whatisCOIL>
- Two week online workshop to develop virtual summer programs [bit.ly/COILsummer2020](http://bit.ly/COILsummer2020)
- [Webinar on Globally Connected Teaching and Learning](#) (Virtual Exchange)
- International Virtual Exchange Conference - <https://iveconference.org/>

# Resources

- SUNY COIL Center - <http://coil.suny.edu/>
- COIL Partner Matching - <http://coil.suny.edu/index.php/coil-partnerships>
- Intercultural Learning Hub - [www.hubicl.org](http://www.hubicl.org)
- Review of *High Impact Practices in Online Education* (Linder & Mattison Hayes, 2018) - <https://muse.jhu.edu/article/751550>
- Erasmus+ - <https://europa.eu/youth/erasmusvirtual>
- Kansai University's Institute for Innovative Global Education (IIGE) - [Recent White Paper](#)
- [Virtual Exchange Community Forum](#)

# Resources Discussed during the Live Webinar

- ▶ What is COIL? <https://innovate.suny.edu/introtocoil/suny-coil-what-is/>
- ▶ HubICL: Use of the Intercultural Learning Hub (HubICL) is at no cost to users. Don't hesitate to create an account to get started using the materials in the HubICL at [www.hubicl.org/register](http://www.hubicl.org/register). The HubICL is a gift to the world from Purdue University, created for the use of interculturalists worldwide.
- ▶ There is also a COIL Hub that is open to all who would like to connect about virtual exchange. You can register and access the dashboard here: <https://community.class2class.com/>
- ▶ Jones, Acheson-Clair, & Campbell (2020). “Intercultural learning in semester-long study abroad: A comparative analysis of the effectiveness of one-on-one versus group-mentored interventions - updated” *Journal of Excellence in College Teaching*: <https://hubicl.org/publications/97/1>
- ▶ Stevens Initiative Annotated Bibliography: <https://www.stevensinitiative.org/resources/>

# Q&A

## Contact Information

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- Amelia Dietrich: [dietrica@forumea.org](mailto:dietrica@forumea.org)
- Melissa Torres: [torresme@forumea.org](mailto:torresme@forumea.org)

Register for The Forum's Virtual Conference April 21-23, 2020:

<https://forumea.org/training-events/annual-conference/general-info-2/>