

# An International Tasting of Virtual Exchange

Bringing the World to All Students



IUPUI



IUPUC

# Presenters



Lamia Scherzinger  
School of Health and  
Human Sciences



Rob Elliott  
School of Engineering and  
Technology



Frank Wadsworth  
Business, IUPUC



Audrey Ricke  
School of Liberal Arts



Lin Zheng  
Kelley School of Business



Leslie Bozeman  
Office of International Affairs

# Virtual Exchange Community of Practice



IUPUI IUPUC



Goal: Support collaboration among faculty and staff to develop global learning and engaged learning experiences through virtual exchange

- Office of International Affairs (OIA) and Institute of Engaged Learning (IEL)



All faculty and staff interested in implementing virtual exchange in curricular and co-curricular learning activities

- No prior experience with virtual exchange is required.



Meeting and discussing

Funding for attending professional development opportunities

# What's virtual exchange?



# Examples of Virtual Exchange at IUPUI/IUPUC

- Lamia Scherzinger: *An Asynchronous Virtual Exchange*
- Audrey Ricke: *A Hybrid Synchronous Exchange*
- Rob Elliott: *Next Generation Coders Network*
- Lin Zheng: *Virtual Exchange Integrated with Study Abroad*
- Frank Wadsworth: *Virtual Study Tour of Hong Kong*

An Asynchronous Virtual Exchange

Lamia Scherzinger

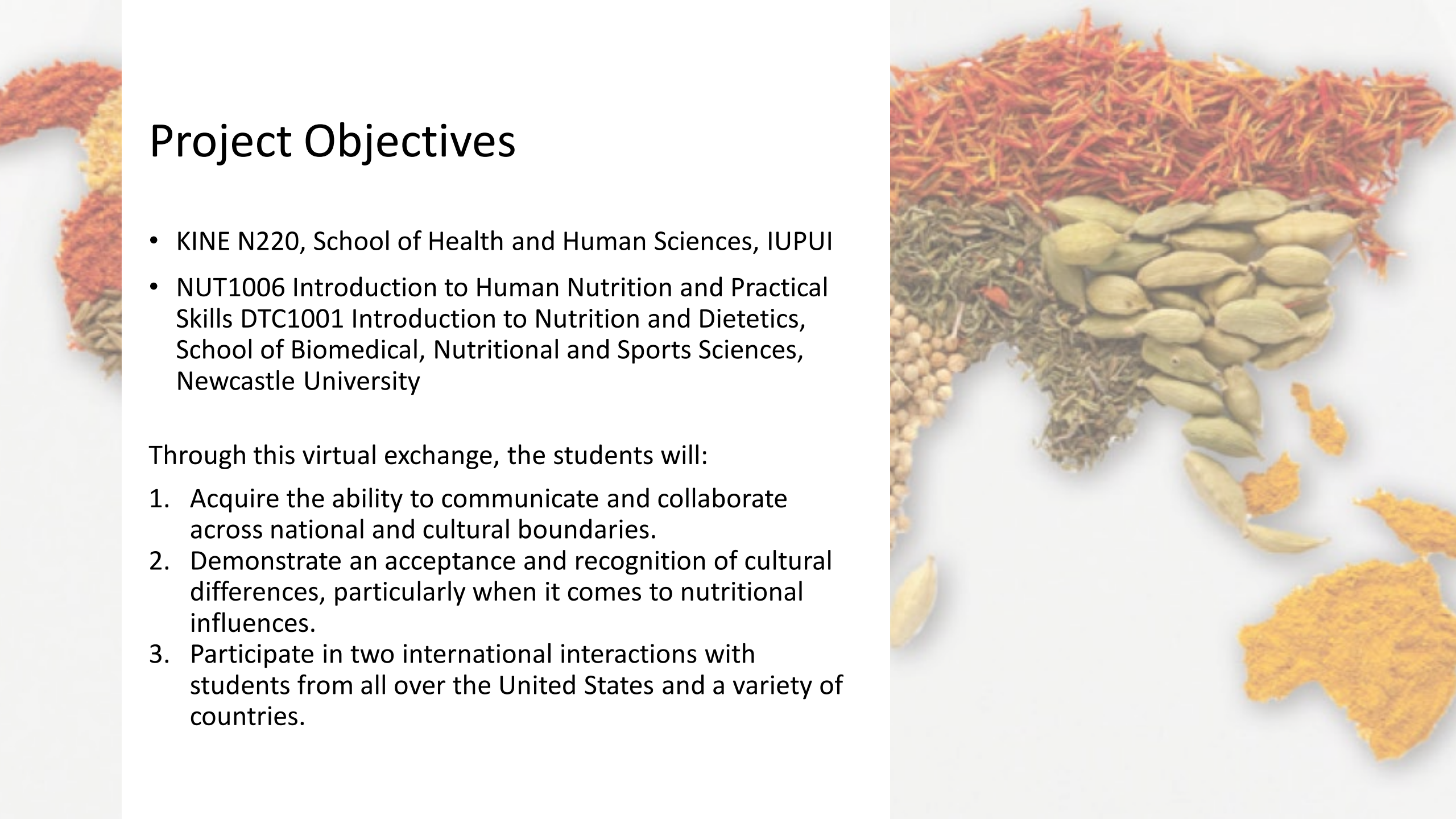


# Project Objectives

- KINE N220, School of Health and Human Sciences, IUPUI
- NUT1006 Introduction to Human Nutrition and Practical Skills DTC1001 Introduction to Nutrition and Dietetics, School of Biomedical, Nutritional and Sports Sciences, Newcastle University

Through this virtual exchange, the students will:

1. Acquire the ability to communicate and collaborate across national and cultural boundaries.
2. Demonstrate an acceptance and recognition of cultural differences, particularly when it comes to nutritional influences.
3. Participate in two international interactions with students from all over the United States and a variety of countries.



# Discussions

- Discussion 1:
  - Why Do You Eat What You Eat?:
    - Top three reasons they choose to eat what they do each day, and then elaborate on why or how those become the top three reasons
    - Comment on other students' posts and discuss how their reasons are similar and/or different and why
- Discussion 2:
  - The Who, What, and How of Eating:
    - Discuss who or what is in charge of what they eat, how much they eat, and how they obtain their food
    - Discuss the differences between the Dietary Guidelines in the United Kingdom and the United States
    - Comment on other students' posts and discuss how where they live and their cultures, government, rituals, etc. influence their eating to be different
- CourseNetworking:
  - A global, academic social-networking site with unique technology solutions for learning and collaboration
  - Virtual café where they will 'meet' international students, gain an insight to their eating habits, their governmental food regulations, and their culture





**Course  
Networking**

Changing the way the world learn

# CourseNetworking

- Social learning environment for students to exchange knowledge, resources, and ideas
- Students become members of a global academic network in which they can connect with students in the same academic discipline from other institutions and countries
- Posting and reflection tools allows for postings with a variety of media attachments
- Integrated in IUPUI's LMS, but not Newcastle's
  - Includes free options if integrated within the university or paid options if not

# Examples of Interactions: Discussion 1

**SB** 2081 [Redacted] Network Member  Oct 29, 2020 at 8:04am  
Nutrition Virtual Exchange Fall 20...

Hi I am [Redacted] and I am originally from Lincolnshire (UK) and I study at Newcastle University. The three most important contributions to what I eat include my mood, how busy I am and naturally the cost. The reason my mood is the most important factor for deciding what I eat is that generally if I am stressed I tend to not want to eat as much as it makes me feel slightly nauseous. While if I am bored I will want to make a full meal from scratch. As a dancer, rugby player, musician and student my timetable can be rather hectic and so if I am tight for time around a meal time I usually am forced to opt for a quick meal such as tinned ravioli or even a sandwich from a supermarket. Like many others the cost naturally plays an important part when I am deciding what to eat as my student budget really limits what foods I can afford. Interestingly since moving to university this year I have noticed that while previously I often opted for salmon and cream cheese on toast or a bagel at breakfast since moving to Newcastle this old habit has altered to just be cereal and a fruit salad.

[Show Less](#)

☆☆☆ 0 Ratings  **12 Reflections**

**SC** 1987 [Redacted]  Oct 29, 2020 at 11:17am [Reflect](#) [Hide](#)

Nice to meet you [Redacted] I agree with how our mood plays a role in when we eat. I know when I'm feeling burned out from schoolwork, I got to have my next meal of the day to help keep me going. I would say time management is also a challenge when it comes to making food choices; I know when I'm at the campus center, my lunch is normally whatever is the least costly and most convenient. Glad to see you're making healthy food choices though when you apply your criteria for making food choices, I hope your school and extracurriculars go well.

**JS** 2487 [Redacted]  Oct 29, 2020 at 11:58am [Reflect](#) [Hide](#)

Hello [Redacted] I also agree with you when it comes to mood playing a role in our food decisions. Honestly it is something that slipped my mind and did not include in my reasons. Maybe it is because it is something I do naturally without realizing it. Whenever I am stressed I just go the food pantry and grab something sweet to eat.

# Examples of Interaction: Discussion 2

 [Redacted] Network Member    
🕒 Nov 01, 2020 at 1:32pm

[Nutrition Virtual Exchange Fall 20...](#)

As adults, I think we as individuals are in charge of all food choices. We do have a lot of outside influences on our food choices but ultimately we are the ones to make the final call on what we eat. I think the biggest difference between these two countries is the population and fast-food living. In the US, food AI is higher, fast food here is cheap and easily accessible, and also food in the UK is of better quality.

☆☆☆ 0 Ratings  1 Reflection

 [Redacted]    
It's so interesting to see a similar theme through this conversation, that food choices in the US and obesity rates are being highlighted as down to fast food, portion sizes and cost. So I wonder if this is more about availability rather than an individuals choice on what they want to eat.  
🕒 Nov 01, 2020 at 4:38pm [Reflect](#) [Hide](#)

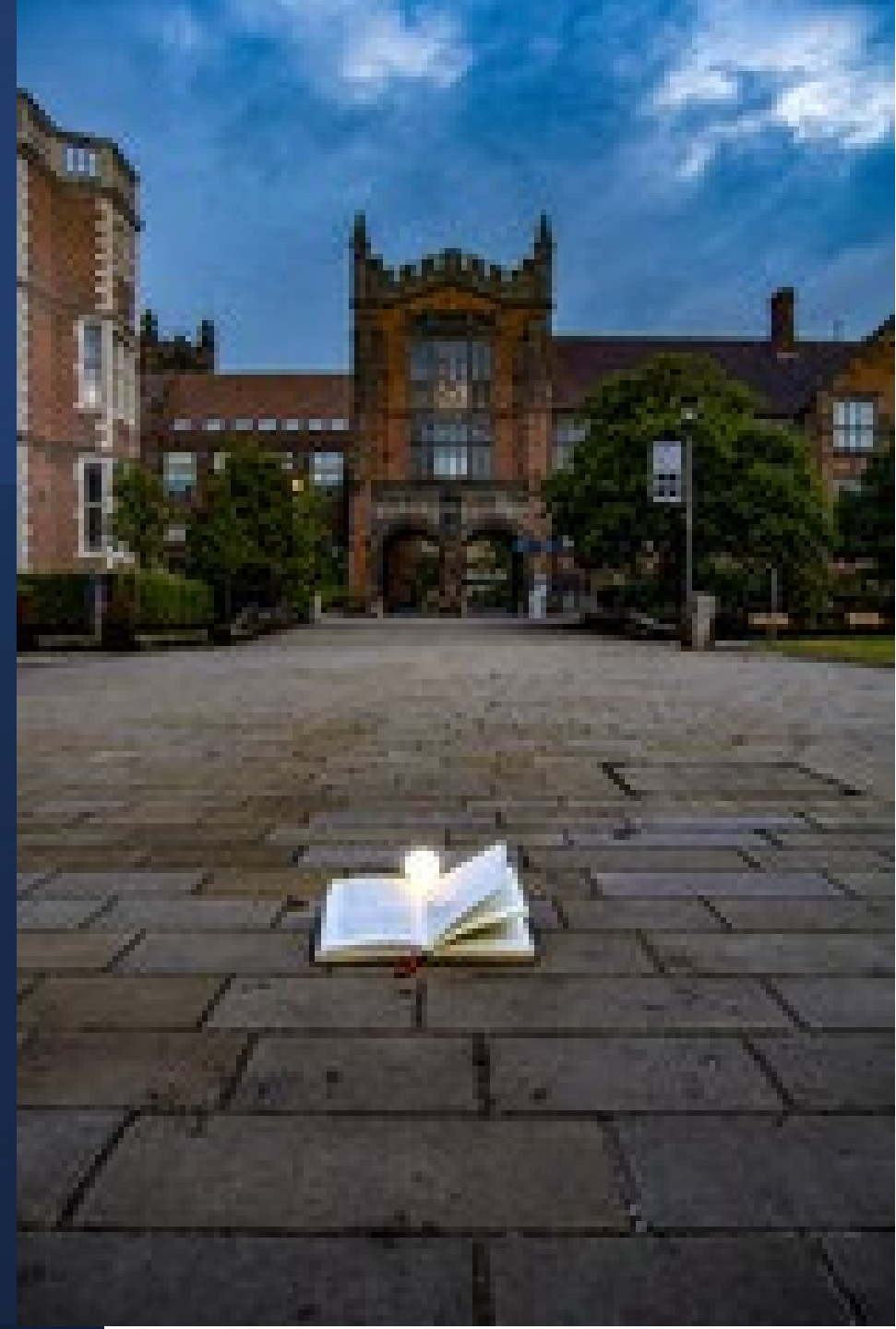
 [Redacted]    
I completely agree with you [Redacted]! I think many Americans would be eating healthier if healthy foods were more accessible to them.  
🕒 Nov 01, 2020 at 7:12pm [Hide](#)






Anthropology Virtual Exchange:  
A Hybrid Synchronous Experience

Audrey Ricke



- 
- **Newcastle University, UK** – Sarah Winkler-Reid & Cathrine Degnen
  - SOC1027 Comparing Cultures

- 
- **IUPUI, USA** – Audrey Ricke
  - ANTH E457/E657 Ethnic Identity (Undergrad & Grad sections)

a shared ethnographic fieldwork experience to explore first-hand how it is that Britain and the United States have often been described as “two nations divided by a common language”.

## Shared Learning Objectives:

- gain experience in ethnographic methods: focus groups, field notes, and data analysis
- compare the national identities of both countries during a time of political change

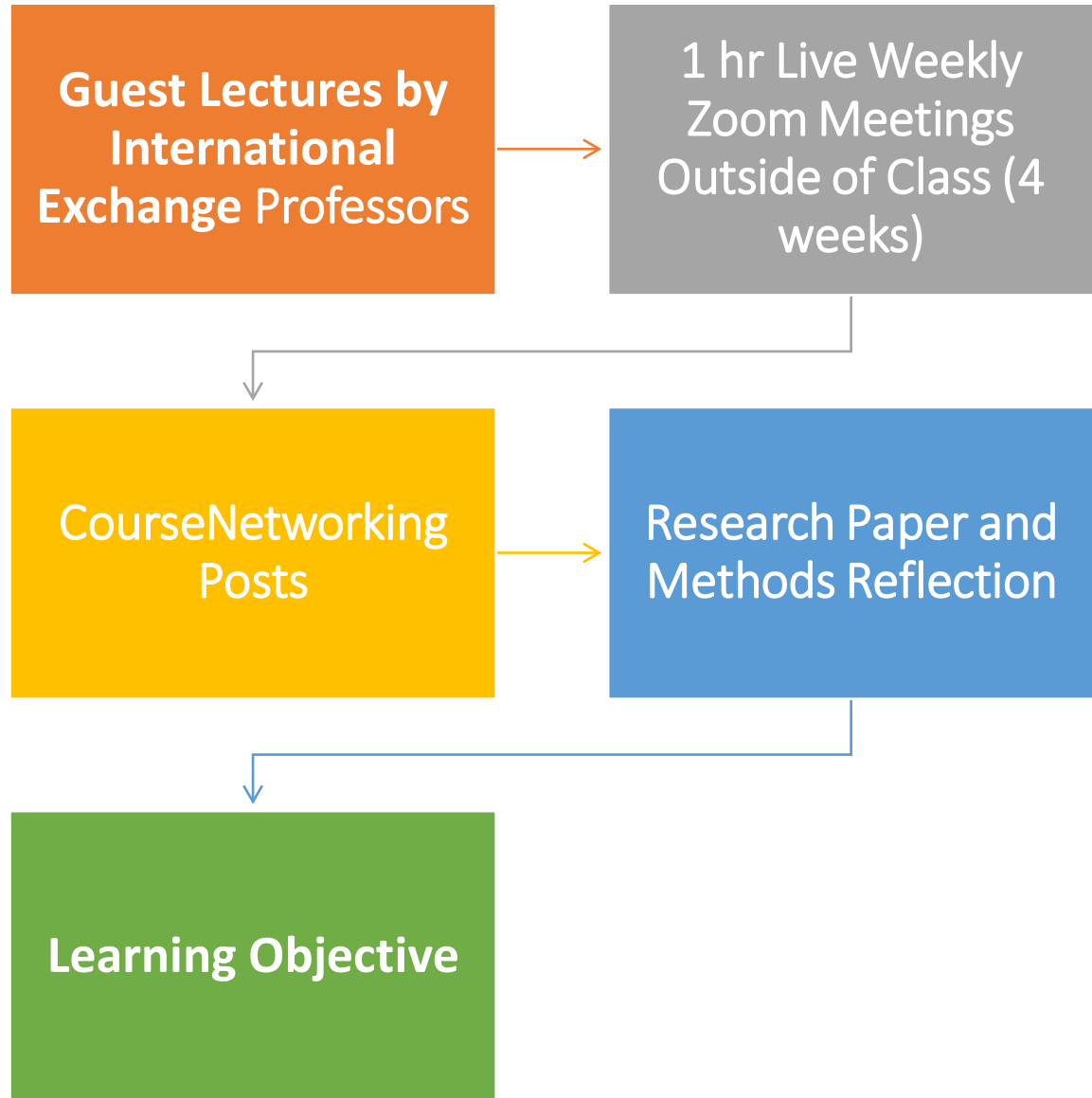


## Ethnic Identity

- analyze expressions of ethnic and national identity by conducting focus groups in an international context
- integrate and synthesize fieldwork data and library research
- apply theories of nationalism to specific case studies in order to explain how the formation of national identity takes place

# Virtual Exchange

4 weeks





# 1 hr Live Weekly Zoom Meetings

- Week 1 – Getting to Know Each Other
- Week 2 – Invented Traditions
  - flags, holidays, national anthem
- Week 3 – Invented Traditions
  - food
- Week 4 – Politics & Belonging



## Example of discussion questions

- Do you think your country has a national dish and why? What defines a national dish? Are there certain foods or drinks associated with your country or region?
- What are the main restaurants and take-outs/ take-aways where you live? Do these differ? Why do you think this is?
- How is food used as a form of distinction? Is eating certain foods/ drinking certain drinks associated with particular kinds of people? e.g. ethnicity and race, class and privilege, gender, fashion and style.
- Are the national dishes or elements of these dishes associated with any particular ethnic or racial groups in your country? If so, which ethnic or racial groups?

## Analytical Questions

What are some ways in which national food (ingredients, taste, venues where it is consumed) is used in each country to create or claim social belonging? By whom? How well does it work?

Next Generation Coders Network:  
An Extracurricular Virtual Exchange

Rob Elliott &  
Cori Renguette



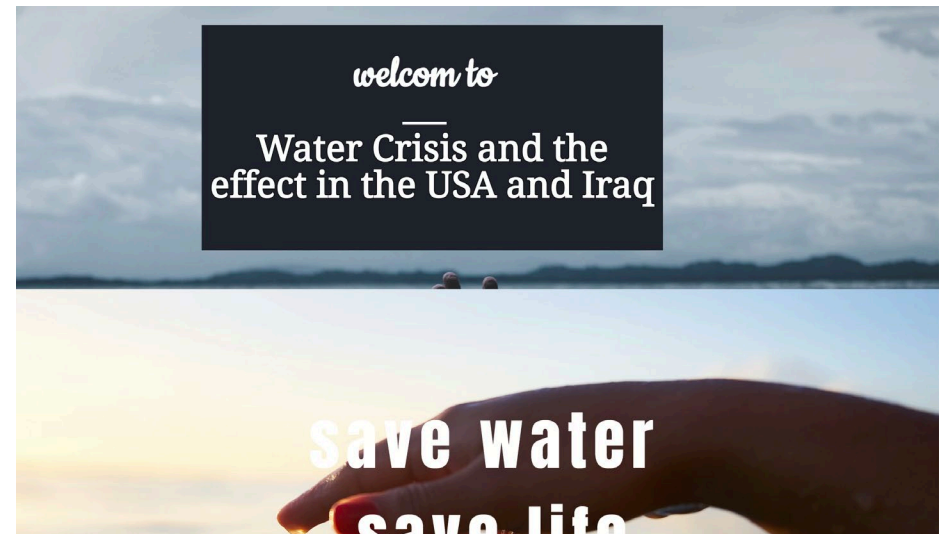
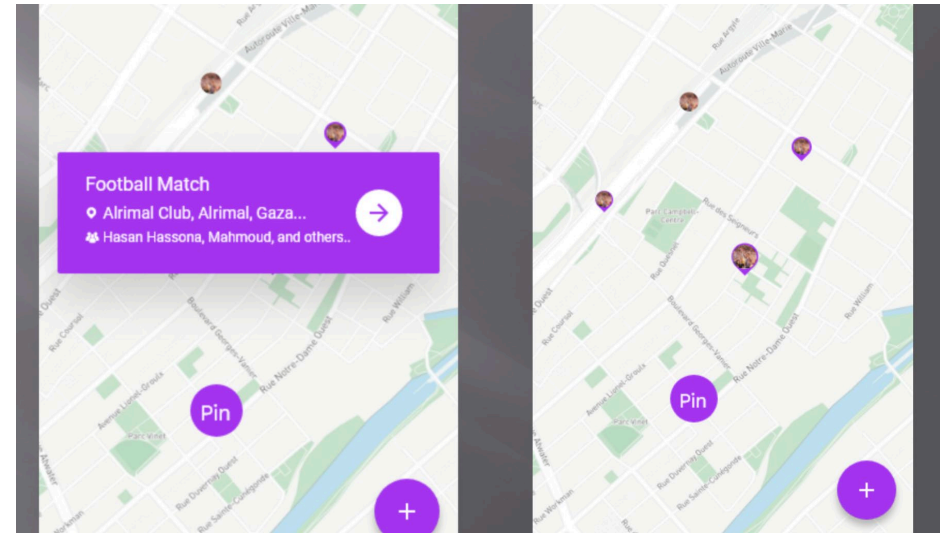
## Next Generation Coders Network

- ~10 week extracurricular project
- US and MENA students are put into small groups
- Led through a Design Thinking process
- Each team prototypes a tech tool that can help solve a “big challenge”
- Students communicate using WhatsApp and Canvas

**COLLABORATE & CODE**  
ACROSS THE WORLD

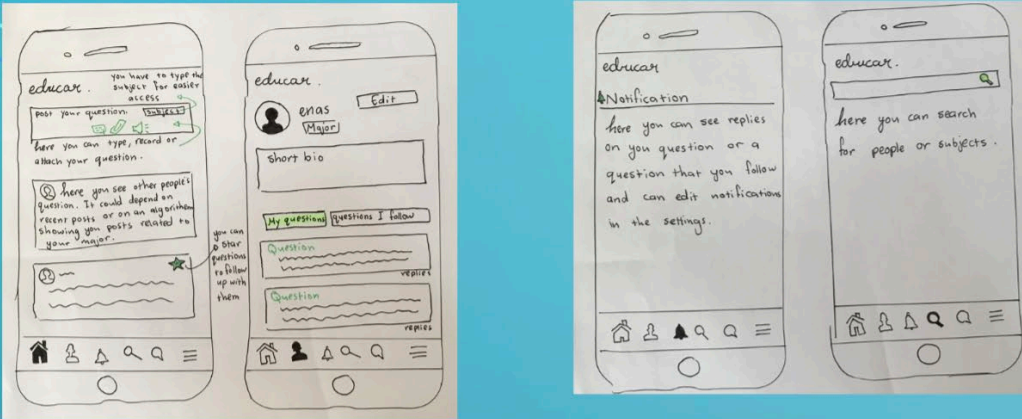
# Sample Projects

- The crisis of fresh water supply in Middle East
- Building community across disparate groups
- Academic support beyond local resources



# PROTOTYPE DESCRIPTIONS

- The first prototype was the outline of the app pages

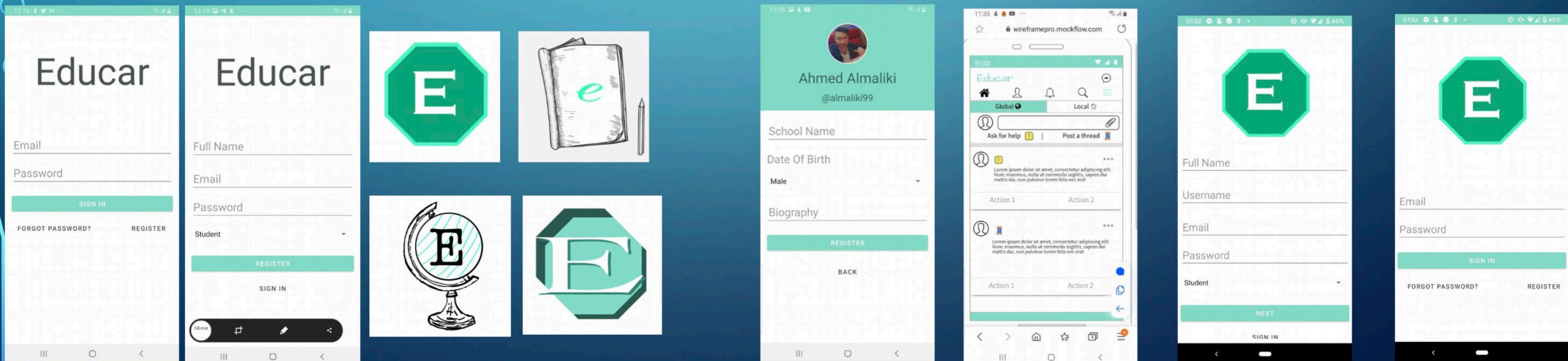


The next prototype stage was icon designs



- The next prototype was the logo design and login authentication

The final prototypes included a home page, profile page, and an improved version of the login page



- NGCN has run for four semesters (Fall '19 – Spring '21)
  - Approximately 794 students have participated (including ~250 for Spring '21)
  - Approximately 110 IU students (all campuses) have participated
- 
- Grant-funded by US Dept. of State and Stevens Initiative
  - Research study is underway with student surveys as the primary reporting tool



Stevens  
Initiative



Virtual Exchange Integrated with Study Abroad:  
BUS D255 Doing Business with China

Lin Zheng  
Kelley School of Business



- **Knowledge** dimension: Identify influences of key factors in the business environment in China
- **Application** dimension: Recognize the role of cultural values in global business
- **Integration** dimension: Develop an ability to effectively communicate with people from different cultures
- **Human being** dimension: Incorporate international experiential learning to enhance their personal and professional portfolios

REVISED AND UPDATED

# CREATING SIGNIFICANT LEARNING EXPERIENCES

.....  
An Integrated Approach to  
.....  
Designing College Courses

L. DEE FINK



# The Project- To Simulate a Business Collaboration

## **IUPUI**

- Study abroad course
- 15 business students
- Indianapolis office



## **Shenzhen University**

- Valuation course
- 10 finance students
- Shenzhen office

## **The Goal: an investment recommendation**

Are the Chinese shares an advantage over retaining existing American investment?



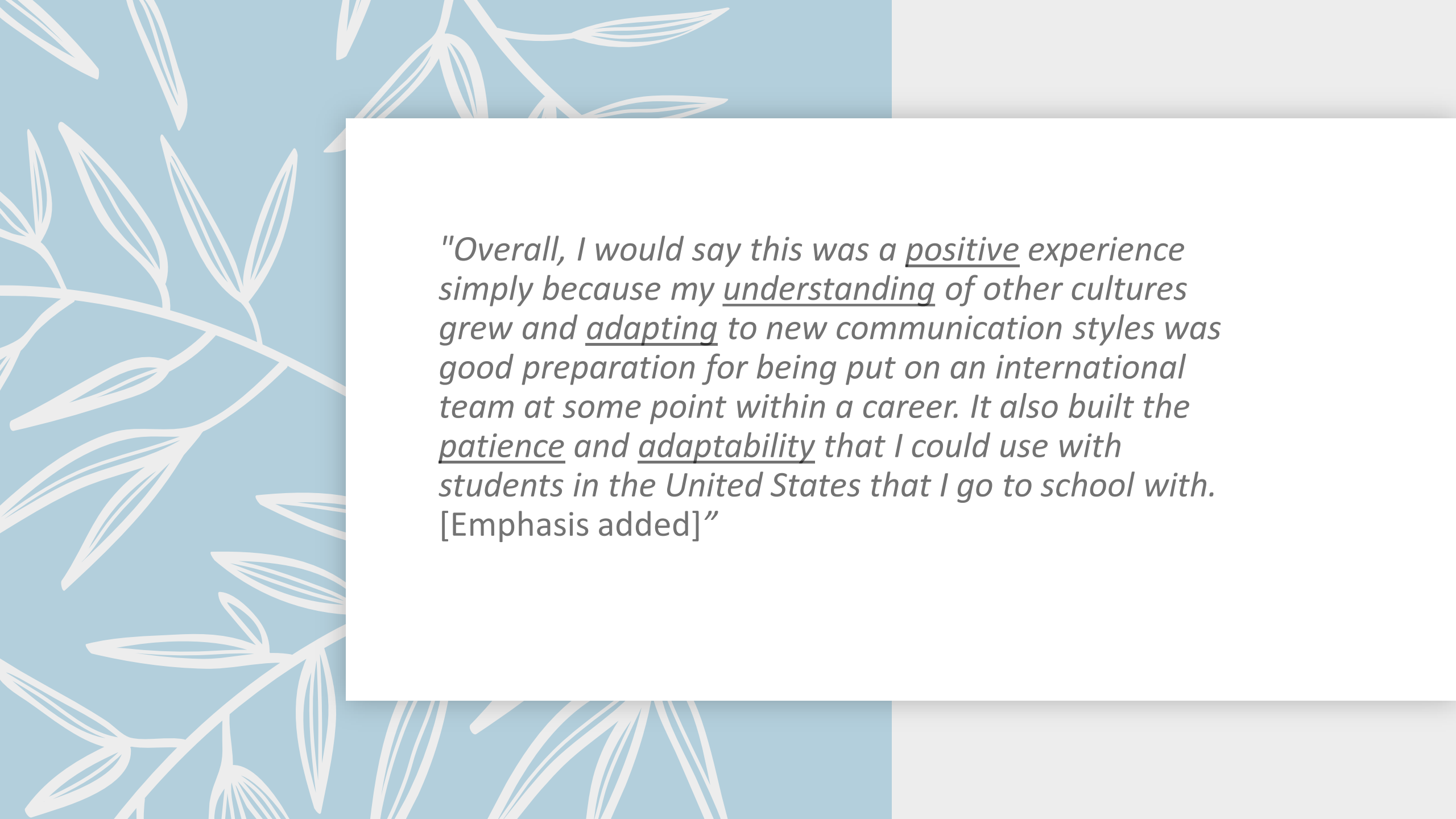
# Full integration with the study abroad course



# Communication and collaboration tools

- Emails
- Zoom calls
- WeChat (instant messaging)
- Face-to-face meeting during the study abroad trip

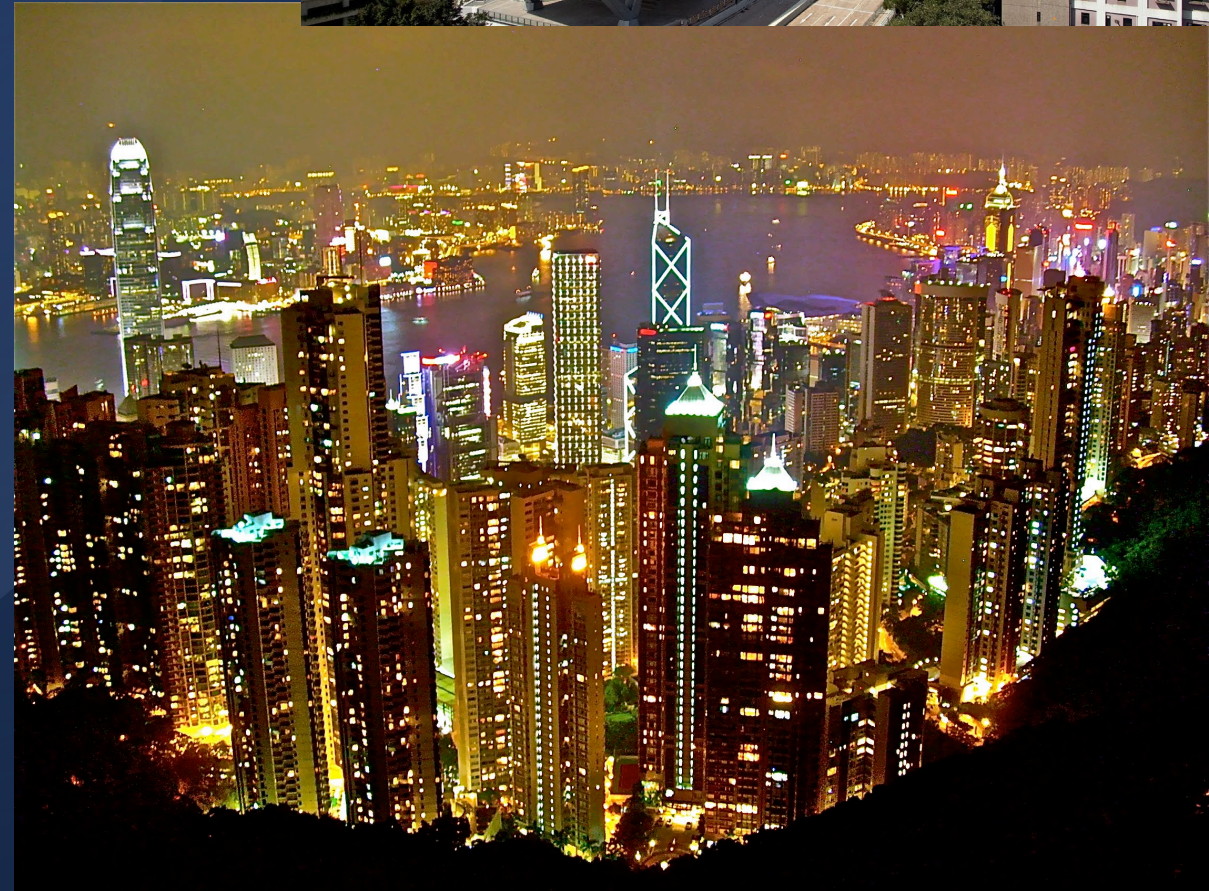




*"Overall, I would say this was a positive experience simply because my understanding of other cultures grew and adapting to new communication styles was good preparation for being put on an international team at some point within a career. It also built the patience and adaptability that I could use with students in the United States that I go to school with. [Emphasis added]"*

Virtual Study Tour of Hong Kong

Frank Wadsworth



**This course is  
really about**

- **Recognition of Hong Kong cultural sites and well-known buildings.**
- **Understand Hong Kong history, values, culture, celebrations, and economy.**
- **Understand differences in verbal and nonverbal communication and business culture.**
- **Become more multiculturally sensitive.**
- **Reflecting on one's own learning.**

# LinkedIn Group page

2/19/2021

Virtual Exchange City University of Hong Kong and IUPUC | Groups | LinkedIn

The screenshot displays a LinkedIn group page for 'Virtual Exchange City University of Hong Kong and IUPUC'. The page features a navigation bar with 'Home', 'My Network', 'Jobs', and 'Messaging'. A search bar is located at the top left. On the left sidebar, there are sections for 'Recent' (listing groups like 'Virtual Exchange City Univer...', 'Alumni Relations at IUPUC', 'NBMBAA Kentucky Chapter', and 'De La Salle University - Das...'), 'Groups' (listing the same groups), 'Events', 'Followed Hashtags', and 'Discover more'. The main content area shows a video feed of three members:

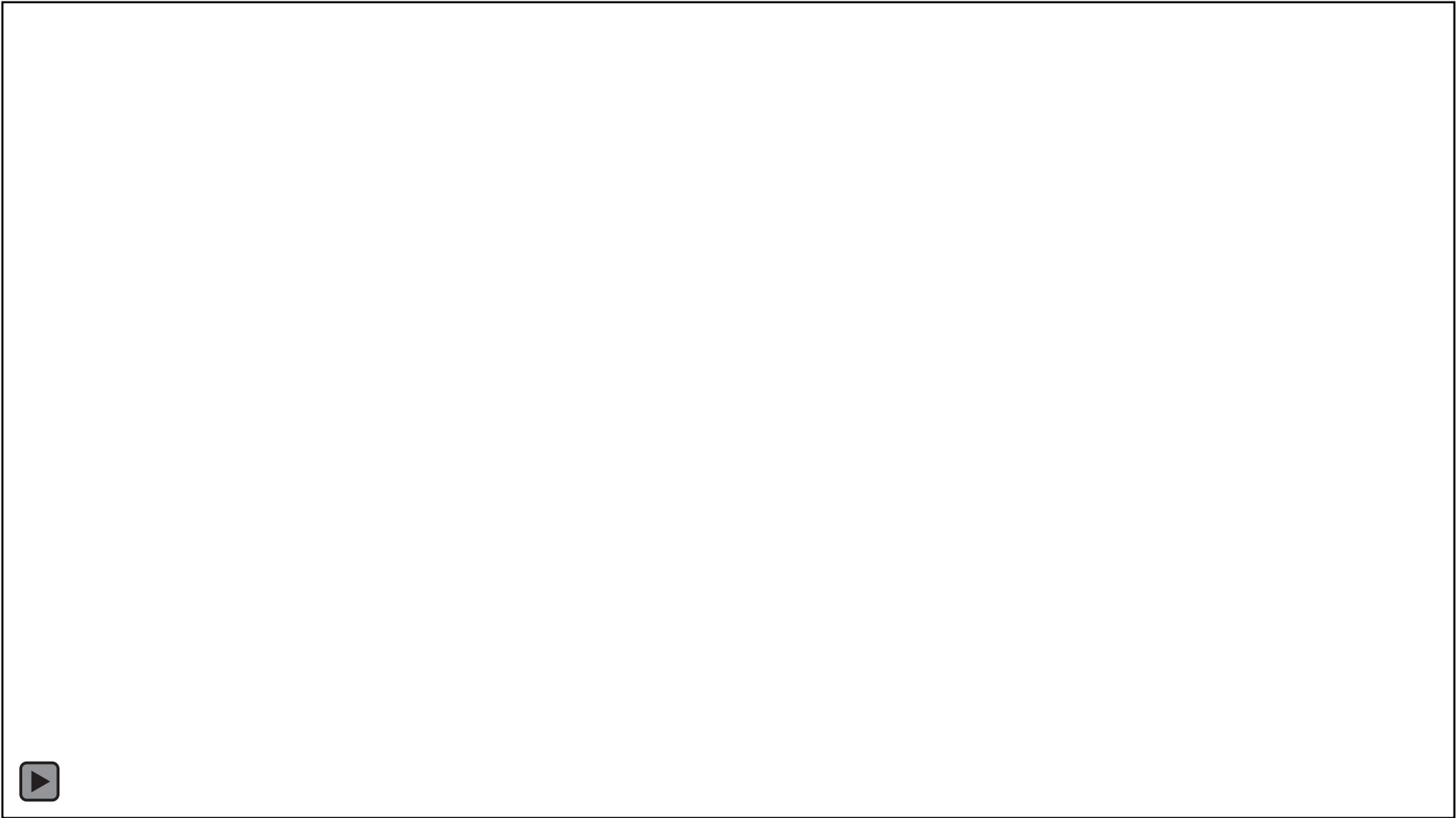
- Member 1:** A young man with glasses and a red shirt, speaking in front of a Hong Kong skyline. The video has 5 views and 2 comments.
- Member 2:** Rianita Gunawan, a Digital Marketing Intern at KOMPAS.TV, 4 months ago. Her video shows her in an office setting with a 'WASHO' sign. The video has 1:35 / 1:54 duration, 8 views, and 2 comments.
- Member 3:** Caleb Ng, a 180 Degrees Consulting (CityU) Branch Consultant, 4 months ago. His video shows him in front of a city skyline at sunset. The video has 0:01 / 1:50 duration.

# Simultaneous Interactions

- **Two synchronous meetings**
- **90-minute sessions**
- **Three segments**
  - **CityU ask IUPUC students**
  - **IUPUC ask CityU students**
  - **Open**



# Simultaneous Zoom session – Saving Face



Office of International Affairs

Leslie Bozeman





# IUPUI and IU Resources

1. Director of Curriculum Internationalization
2. Director of International Partnerships
3. Global Connections
4. VE Fellows
5. Global Classroom Fellows
6. VE CoP
7. COIL Network



# Guidance, Support, Practical Examples

1. Understanding the pedagogy of Virtual Exchange
2. Speak with individuals or groups
3. Practical application:  
Project/Class Session/Module Design
4. Teaching strategies  
SDG and DGL Frameworks
5. Assessment Strategies

# Tips for Finding a Partner



Existing institutional partnerships



Your network



One-pager



Global network

# Maintaining a partnership

- Stay in regular contact
- Share social media/Email lists
- Do joint presentations
- Co-Author publications
- Keep each other informed about opportunities, “alumni” success, etc.



# Questions & Answers!



Information about the Virtual Exchange Community of Practice:

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