Designing a Virtual Exchange: How to Integrate Global and Intercultural Learning into Any Course

Presenters

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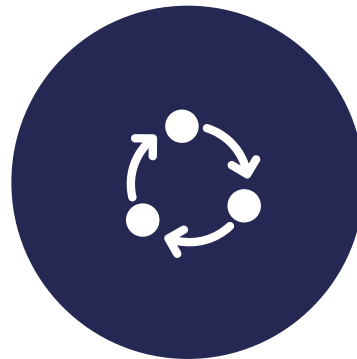*School of Health and Human Sciences*

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What is Virtual Exchange?

A practice, supported by research, that consists of

Technology-enabled   Sustained   People-to-People
                                        Education Programs

communication and interaction takes place between groups who are geographically separated and from different cultural backgrounds, with the support of educators or facilitators

Successful Virtual Exchange Experience

- Finding a Partner
- Icebreaker
- Collaborative Project
- Conclusion and Reflection

Finding Virtual Exchange Partners

Selecting and Working with a Partner

Working with a virtual exchange partner is similar to working with a traditional international partner.

Keep in mind:

Interdisciplinary

language, teaching style, expectation of student interactions

Communications

Flexibility

Partner profiles https://bit.ly/2ZXdnax)

IU/IUPUI Resources

What university resources exist to support you?

1. Existing institutional partnerships
2. IUPUI SDG Conversations
3. IU Global Connections
4. IU Global Gateways

Contacts in IUPUI OIA:
a. Leslie Bozeman, Director of Curriculum Internationalization
b. Ian McIntosh, Director of International Partnerships

SUNY COIL Global Network

What external resources can you take advantage of?

The SUNY COIL Center works to promote and professionalize the practice of Collaborative Online International Learning and Virtual Exchange

1. IUPUI is a member
2. Support and activities for teaching partner matching
3. Partnering fairs and bulletins
4. Dedicated community platform

* Good idea to check with OIA before entering into an international agreement, collaboration, or partnership.
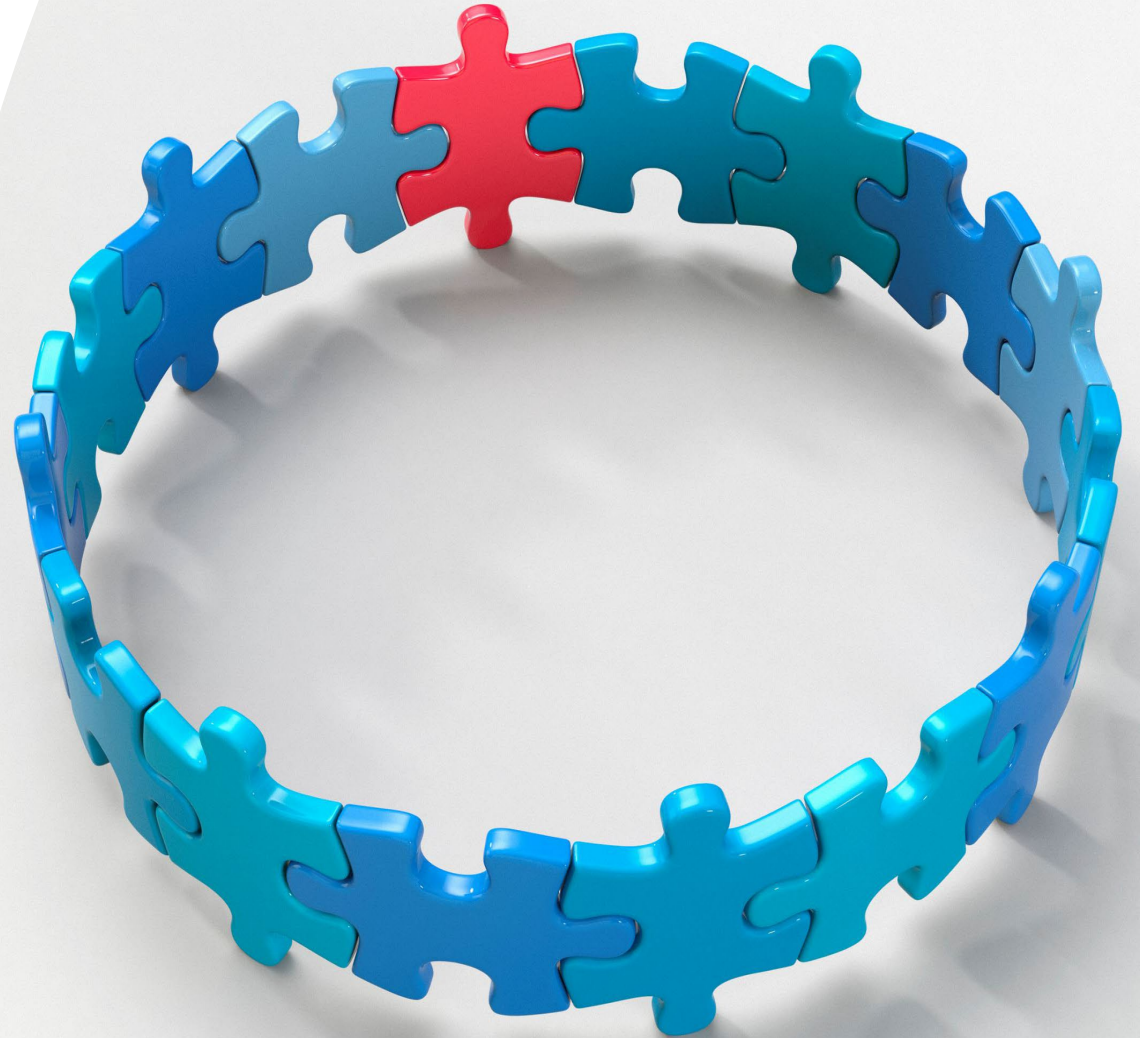
Designing
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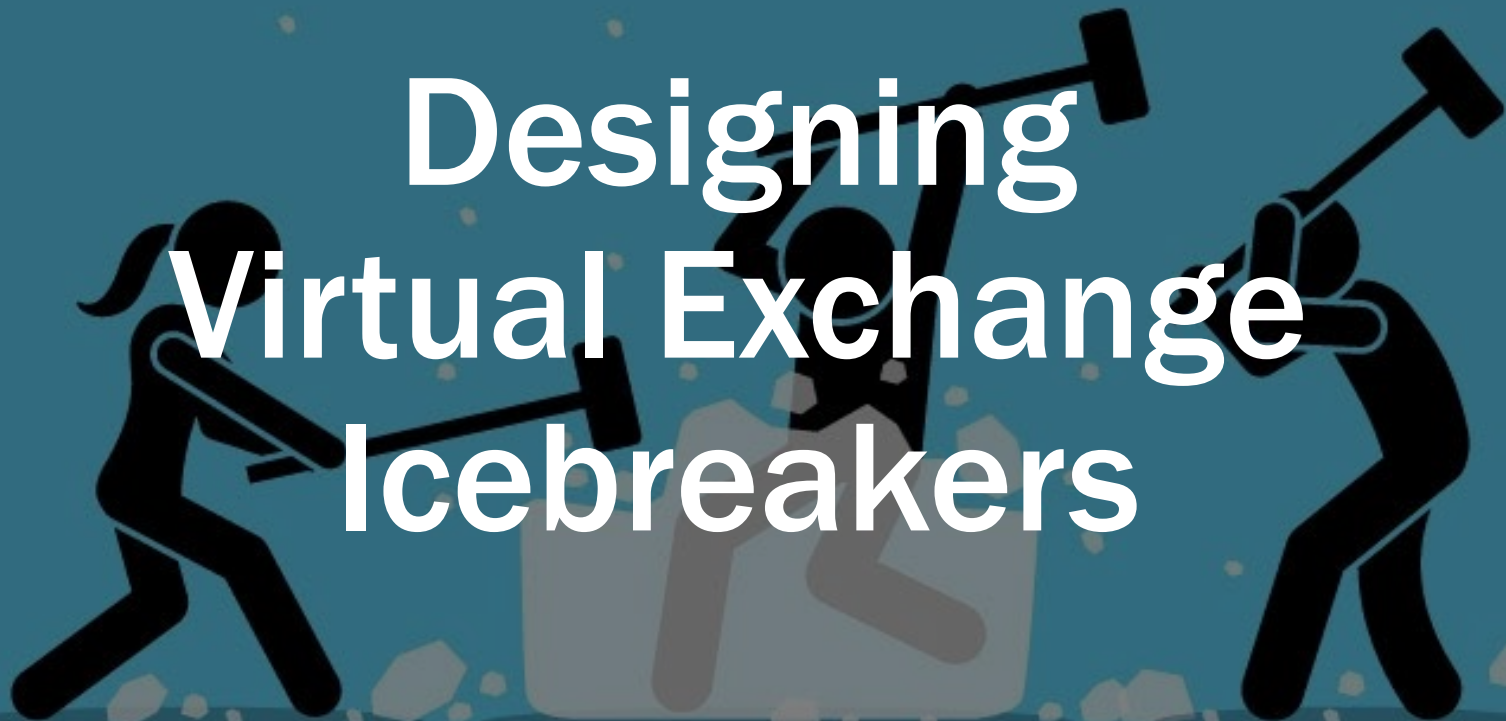
Teambuilding

Students will have a better experience if they feel that they are part of a team

- Consider **icebreaker activities above and beyond simple introductory posts**
- Give the students an opportunity to be themselves

- Rob Elliot, IUPUI

Synchronous vs. Asynchronous

Different experiences require different activities.

- In **synchronous** sessions, give the students some *short, guided activities* to follow

- **Asynchronous** sessions allow for *more in-depth exploration* or lighthearted challenges

- Rob Elliot, IUPUI

Examples:

- Ask the students to describe a vacation they would like to take and why

- Use a Google Jamboard to collect student questions or ideas, then ask the students to filter or group the items in subsequent pages
  - Encourage students to visit the board repeatedly
  - Might work better in smaller teams

- Rob Elliot, IUPUI

Whatever you choose...

Inclusive of all students

Personalized

Fun!

- Rob Elliot, IUPUI

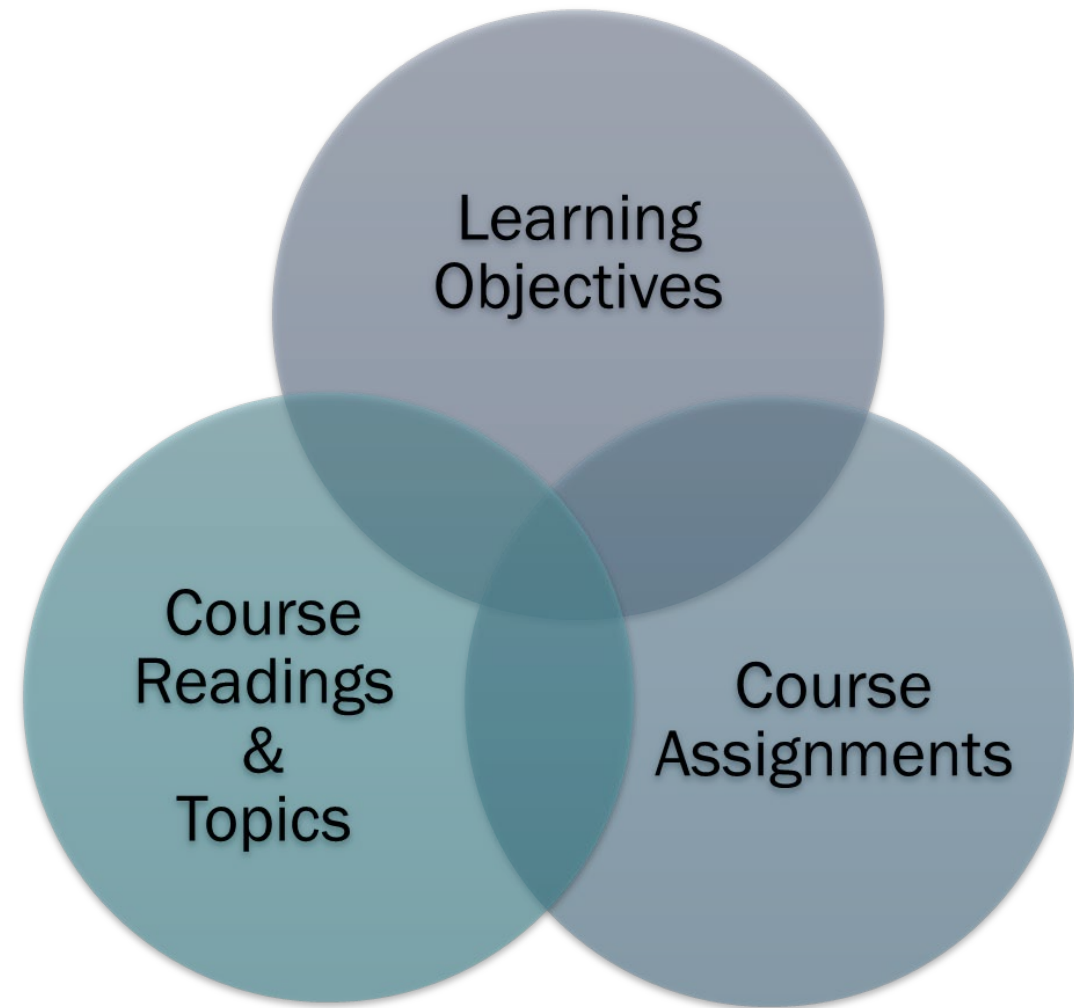# Designing Virtual Exchange Interactions

Road Map to Project Creation

Best place to begin:

Look for existing overlap in your courses

Step 1: Exchange syllabi asynchronously

- Identify existing overlap and points of intersections

- Timing: ~1 semester ahead

Step 2: Meet via video conference

determining
the "what" of the
virtual exchange

Topic of Focus

Learning objective(s)

Interactions

Products

Step 3: Decide on the interaction format and length

- Asynchronous vs. synchronous interactions vs. both
- Inside or outside of class
- Consider 3 to 4 weeks for a minimum length

Asynchronous	Synchronous
Posts on a university-approved social media platform	Zoom meetings – 1 hour
Email exchange of class-created questions/responses	Live chats on social media
Recorded presentation with discussion post	Presentations by guest speakers with Q&A

Step 4: Determine how much structure and instructor support the interaction needs

Designing Virtual Exchange Assignments

Interactions vs. Assessments

Interactions provide ways for students to work on communication skills

- Icebreakers, discussions, video conferences

Assessments provide ways for instructors to measure course knowledge

- Paper, presentations on course-related topic, questionnaires

Creating Assessments

1 Choose a course learning objective to tie assessment to

2 Create assessment based on knowledge wanting to assess tied to theme of virtual exchange

3 Have students draw on research **learned** from class, and information learned from **the virtual** exchange

Example

IUPUI Intro to Managerial Accounting + Tec de Monterrey (Mexico) Financial analysis

Course learning objective:

Present the business case for the importance of integrity and ethics in business.

Purpose:

To define the United Nations Sustainable Development Goals (SDGs);

To explain potential contributions and adverse effects by businesses to the SDGs; and

To describe tools/steps to mitigate adverse effects to the SDGs.

Steps/tasks

Step 1: Each student team is assigned two SDGs.

Step 2: Student teams research on the assigned SDGs and discuss the following questions.

- How can your business contribute to the assigned SDGs?

- What may be adverse effects of doing business for the assigned SDGs?

- How can these adverse effects be mitigated?

  You must include practice examples that demonstrate the importance of ethical business conduct for the business itself and for the fulfilment of the SDGs.

Step 3: Each student team gives a three-minute presentation of the outcome of the discussions.

Deliverables/submissions/deadline

A three-minute presentation on Mar 10 (Zoom)

Virtual Exchange
Design Considerations

Time Zones

- The Netherlands 22:00
- London 21:00
- Indiana 16:00
- Mexico 15:00
- Manila 5:00
- Hong Kong 5:00

- Who can meet when?
- Time changes

Language

Communication Platform

Institutional Policies

- Privacy
- When students may participate

Calendar Conflicts

- National holidays
- University holidays and breaks
- Religious holidays
- Semester start and end
- Time changes

Assessing Intercultural Learning

- Commercial surveys
- Partner school surveys
- Personal surveys
- Reflection video/essay
- ePortfolio

Other Considerations

- Instructor meetings – before, during, and after
- Backup plans – personnel, platform, etc.
- Group sizes and composition
- Student motivation – graded or ungraded
- Flexibility!

Conclusions

- Any discipline
- Any topic
- Any length
- Any technology
- Active learning
- Cross-cultural exchanges and understanding
- Global competence
- Virtual Exchange Community of Practice
    - Lin Zheng (LZ36@iu.edu) and Rob Elliott (Elliott@iu.edu)