



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

Presented in collaboration between the IUPUI Office of International Affairs and the Virtual Exchange Community of Practice

Presenters



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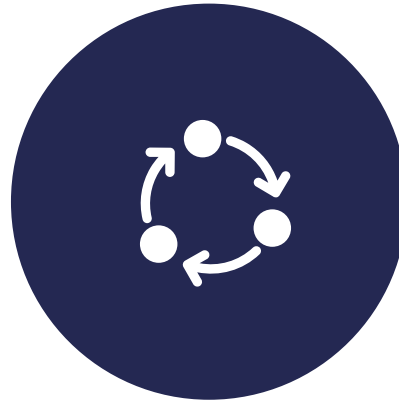


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What is Virtual Exchange?



Technology-enabled



Sustained



People-to-People
Education Programs

<http://virtualexchangecoalition.org>

Successful Virtual Exchange Experience

Finding a Partner

Icebreaker

Collaborative Project

Conclusion and
Reflection

A hand holding a globe of the Earth, with another hand reaching up from below, symbolizing partnership and global exchange. The background is a dark green gradient.

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:



Partner
Equality
and Mutuality



Partner
Characteristics



Partner
Relationship



Finances



Staffing

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

Personal Network

Who do you know?
Who can connect you?



SUNY COIL Global Network

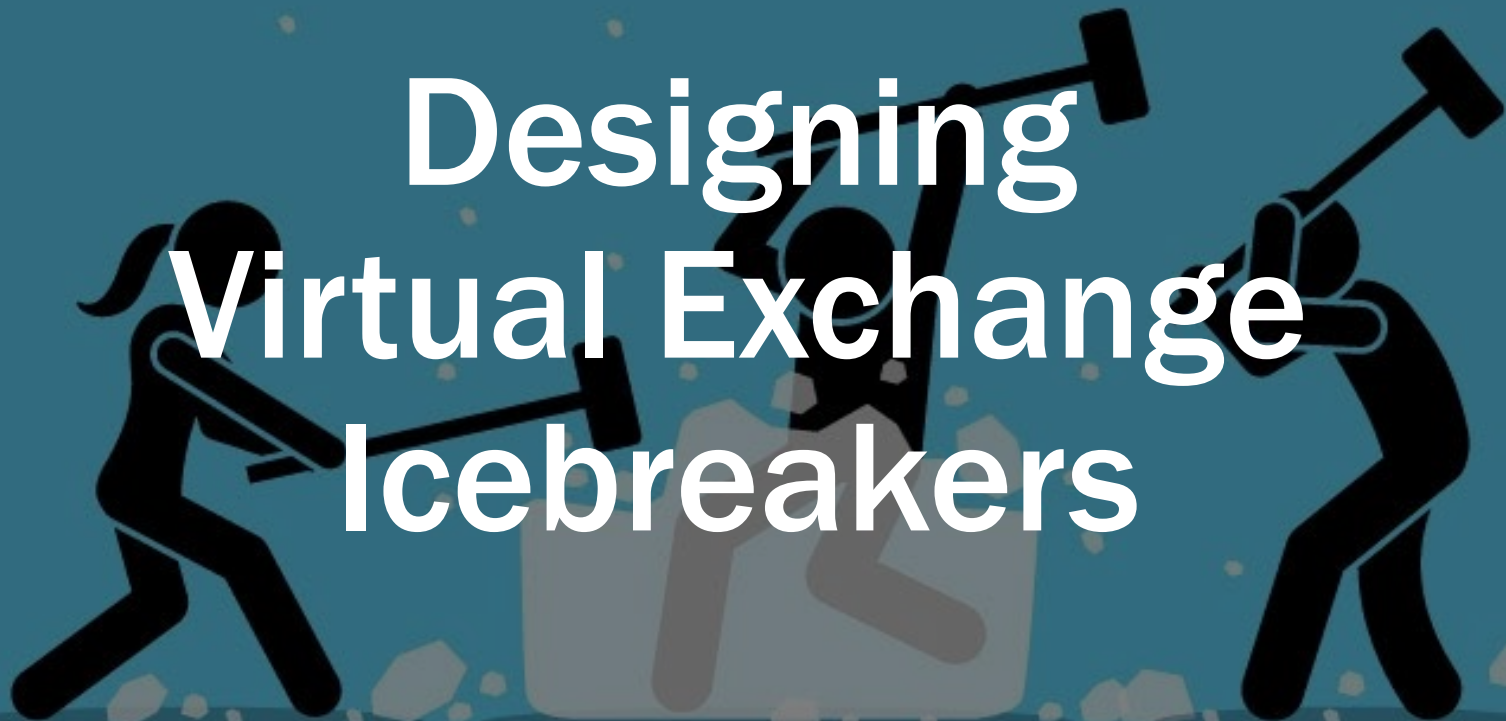
What external resources can you take advantage of?

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

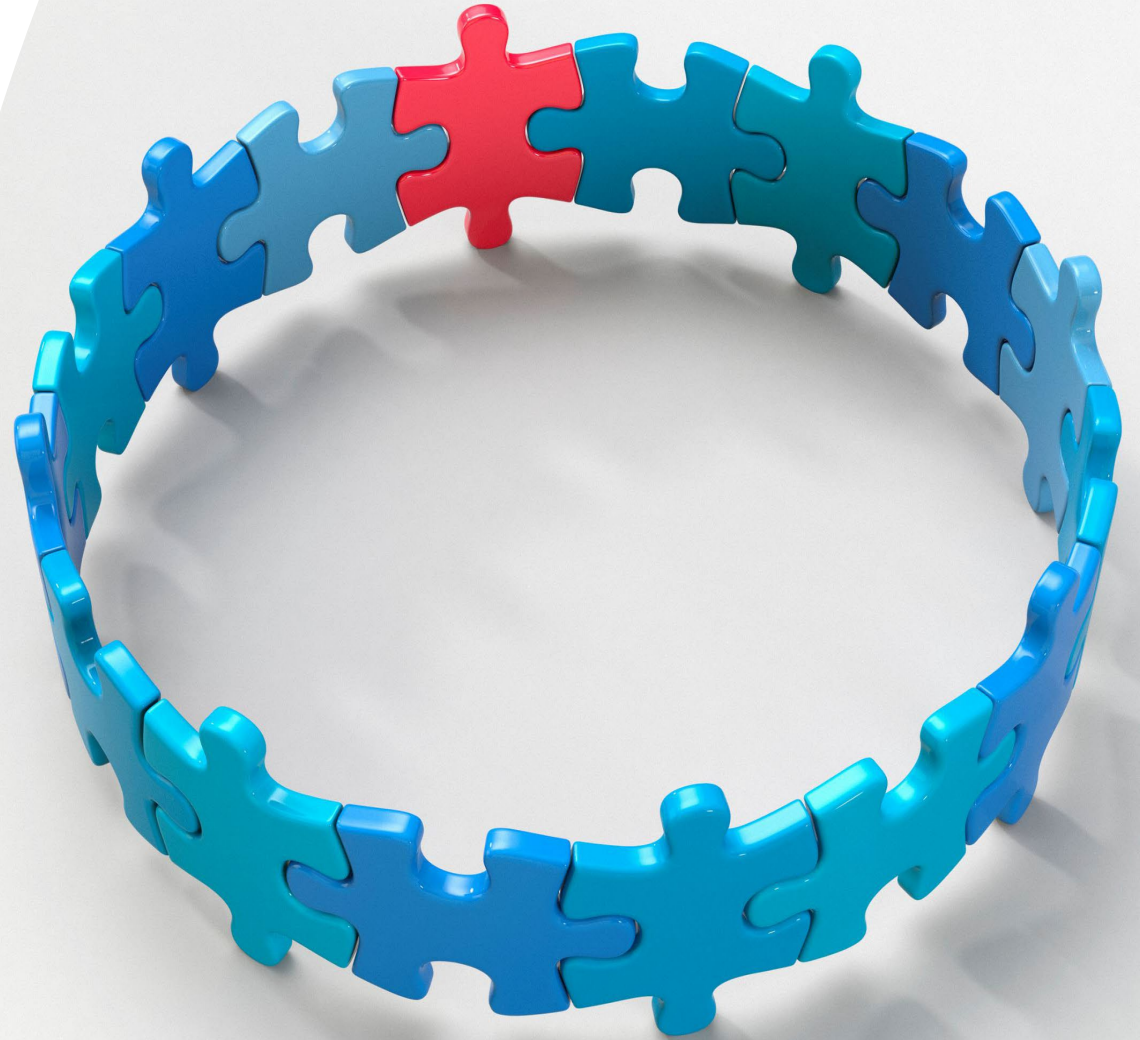
** Good idea to check with OIA before entering into an international agreement, collaboration, or partnership.*

Designing Virtual Exchange Icebreakers



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



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

Synchronous Activities

Start a conversation by engaging in some low-stakes fun

- “Everyone has 1 minute to find something yellow they can show on camera.”
- “In one minute, find the weirdest object you can.”
- “Change your Zoom background to a place you want to visit.”

Then stoke the discussion by choosing a few students to respond

- The conversation can continue in small groups or breakout rooms

Asynchronous Activities


- Give the students a lighthearted challenge
 - In a discussion board or Slack channel, ask the students to post a picture of the view from their window
 - 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

**Whatever
you
choose...**

Fun!

Personalized

Inclusive of all students



Designing Virtual Exchange Interactions

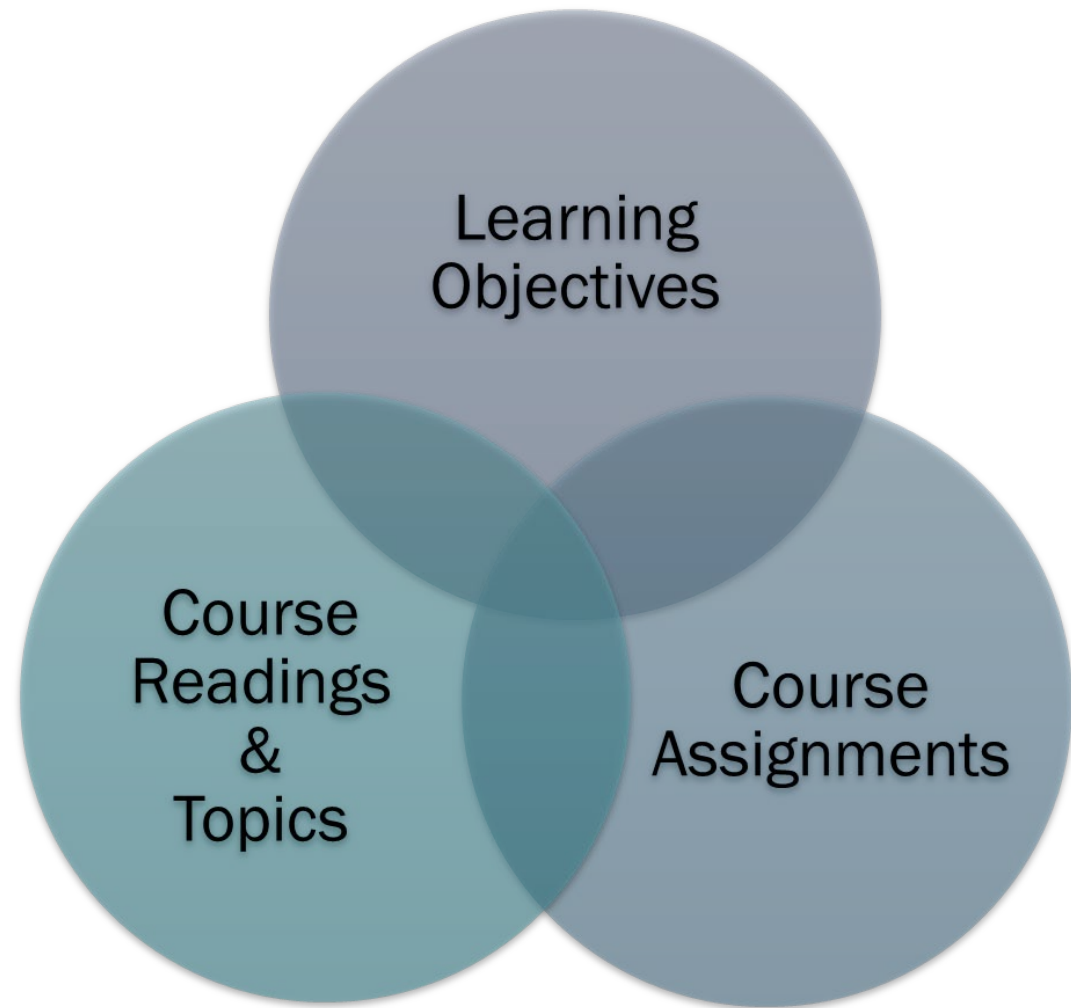


Road Map to Project Creation

- Shared learning objectives
- Virtual exchange interactions
- Course/Collaborative project
- **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 to determine the “what” of the virtual exchange

- Topic
- Learning Objectives
- Interactions
- Products



- Gain experience in ethnographic methods
 - Conduct interviews in group setting
- Think like an anthropologist
 - Compare U.S. & U.K. practices and interpret data using class frameworks

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 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




Example of Instructor Support

Zoom Meeting - Discussion Questions

1. 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?
2. What are the main restaurants and take-outs/take-aways where you live? Do these differ? Why do you think this is?
3. 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.

CN Post - Analytical Question

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?

A hand holding a pen is shown writing on a document. The document has several colorful highlights in shades of blue, yellow, and pink. The background is slightly blurred, showing other documents and pens. The overall scene suggests a professional or academic setting.

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 done alone and with international partner, theory learned from class, and information learned from virtual exchange

Example

- Two nutrition courses, IUPUI and Venezuela
 - Teach students textbook chapter on global nutrition
 - In partners, choose one of the United Nations Sustainable Development Goals that relate directly to nutrition
 - Using this goal, they must find a way using biotechnology, natural resources, and/or sustainable agriculture techniques, develop a unique way to address the problem outlined in the goal
 - Identify four sources they can use for research to support their approach
 - Develop a PowerPoint presentation to record together



Virtual Exchange Design Considerations

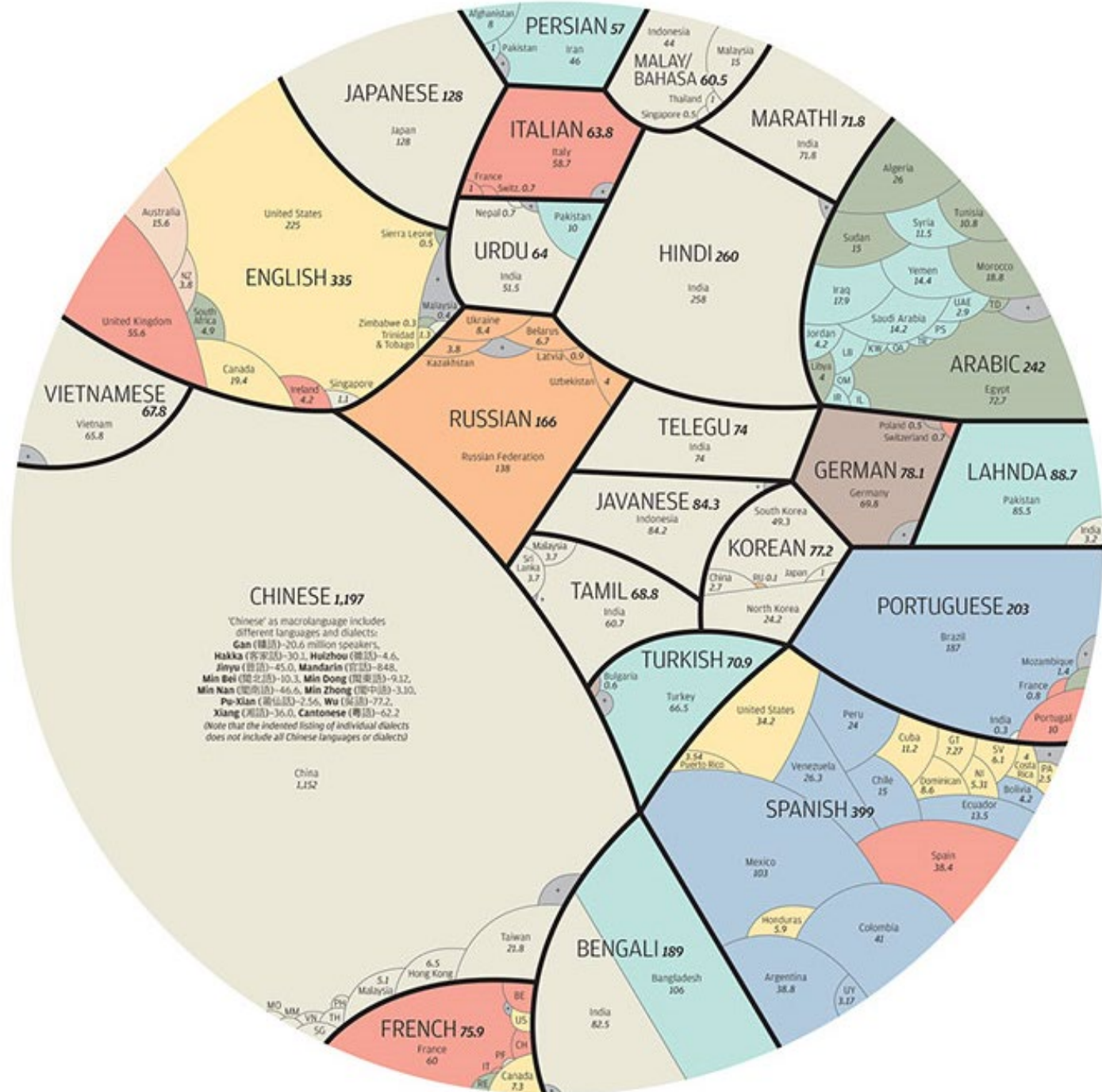
Time Zones

- 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!

A hand is shown in silhouette, placing a dark puzzle piece into a larger, light-colored puzzle piece. The background is a bright blue sky. The puzzle pieces are interlocking, symbolizing completion or integration.

Conclusions

- Any discipline
- Any topic
- Any length
- Any technology
- Active learning
- Cross-cultural exchanges and understanding
- Global competence
- Virtual Exchange Community of Practice
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