VIRTUAL EXCHANGE IN THE NEW GLOBAL EDUCATIONAL LANDSCAPE: CHALLENGES AND OPPORTUNITIES

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IALIC International Association for
Languages and Intercultural Communication

Leon, summer 2002

REVOLUTIONS IN CONSCIOUNESS:
LOCAL IDENTITIES, GLOBAL CONCERNS IN
'LANGUAGES AND INTERCULTURAL COMMUNICATION'

Proceedings of the 1st IALIC conference held at
Leeds Metropolitan University,
December 2000

Edited by:

Sylvette Cormeraie
David Killick
Margaret Parry

INITIAL PHASES OF VIRTUAL EXCHANGE IN FL EDUCATION:
1) BI-CULTURAL APPLICATIONS (L1 V L2 – C1 v. C2)
2) RESEARCH EMPHASIS ON NORTH AMERICAN AND WESTERN EUROPEAN EXCHANGES

A Tele-Collaborative Course on French-American Intercultural Communication

by Celeste Kinginger, Alison Gourvès-Hayward, and Vanessa Simpson

UNDERSTANDING THE "OTHER SIDE": INTERCULTURAL LEARNING IN A SPANISH-ENGLISH E-MAIL EXCHANGE

"MISSED" COMMUNICATION IN ONLINE COMMUNICATION: TENSIONS IN A GERMAN-AMERICAN TELECOLLABORATION

Paige Ware
Southern Methodist University

Technology as *Pharmakon*: The Promise and Perils of the Internet for Foreign Language Education

RICHARD KERN

Instead of thinking of computer mediation either as simply a way of providing our students with more language practice, or as a virtual portal through which to explore the foreign cultural milieu that exists beyond the computer interface, we need to think of computer-mediated exchanges as what Pratt (1991) calls *contact zones*: "social spaces where cultures meet, clash, and grapple with each other" (p. 34).

Blended Learning and the Global South: Virtual Exchanges in Higher Education

edited by
Giovanna Carloni, Christopher Fotheringham, Anita Virga, Brian Zuccala

Knowing, Being, Relating and Expressing Through Third Space Global South-North COIL: Digital Inclusion and Equity in International Higher Education

Katherine Wimpenny[1] (iD),
Kyria R. Finardi[2], Marina Orsini-Jones[3]
and Lynette Jacobs[4]

JEPIC

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H-INET

Journal of English for Purposes of International Communication

When the Sirens Sound: Arab and Jewish Students Engaging in English Conversation Through Virtual Exchange

Devora Hellerstein[1], Jessica Leitner[1], Hiba Hamarshi[2], Izar Taha[2]

CHARACTERISTICS OF A *TRANSNATIONAL* APPROACH TO VIRTUAL EXCHANGE

Partnerships involve a wide range of linguistic and cultural backgrounds, often employing a **lingua franca** and **plurilingual skill**s for communication

Focus is on becoming more aware of '**cultural difference per se**' – (as opposed to studying 'American culture', 'French culture' etc.)

Learners engage with themes which are of social and political relevance in both partners' societies –e.g. **Sustainable Development Goals**

Learners work with their international partners to **undertake action and change** in their respective local and global communities **[intercultural citizenship]**

(SOME OF THE) CHALLENGES FOR TRANSNATIONAL VIRTUAL EXCHANGE

1. Designing inclusive approaches to Virtual Exchange

2. Ensuring equity of engagement in Virtual Exchange

3. Integrating classes from zones of conflict in Virtual Exchange
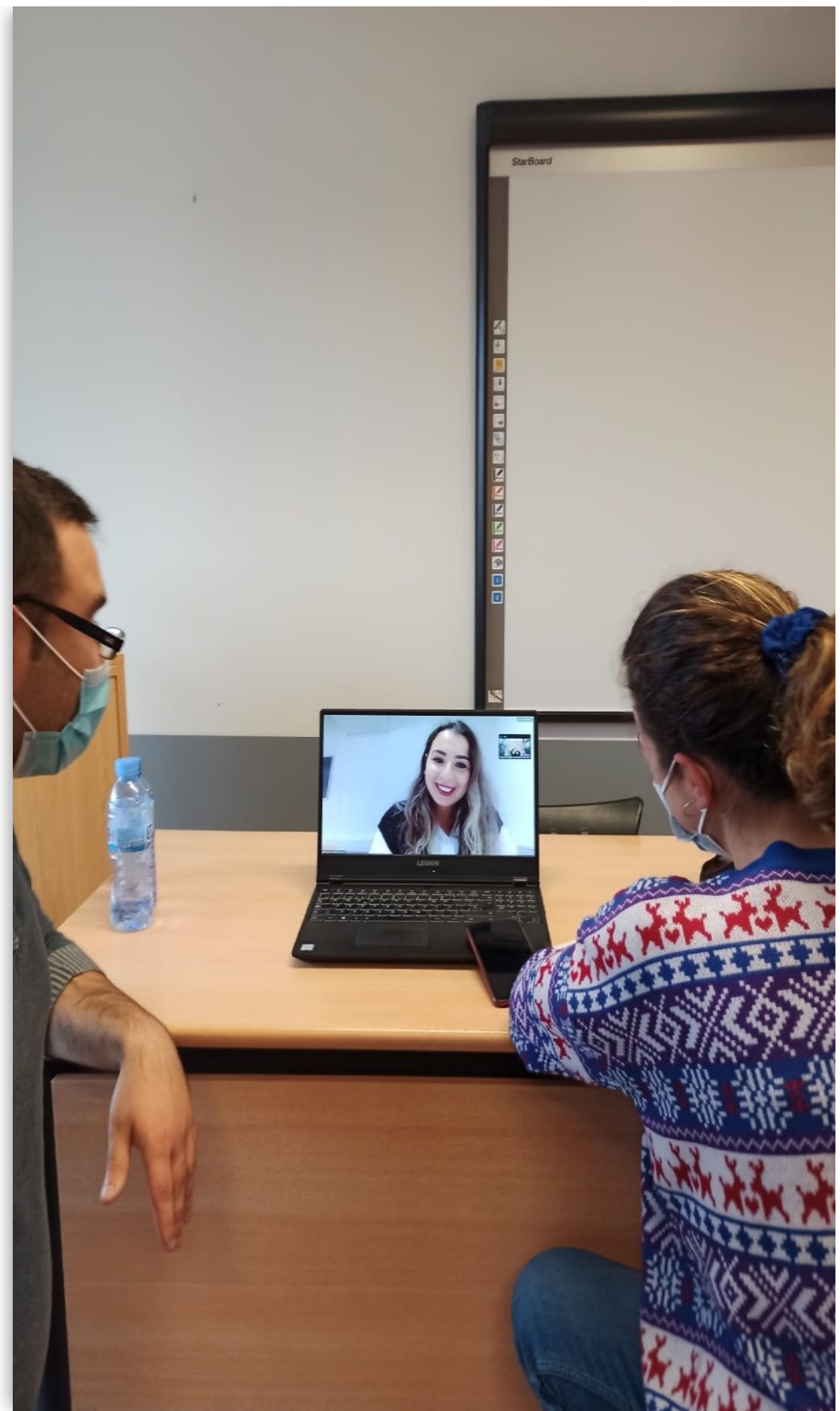
VIRTUAL EXCHANGE: A MORE INCLUSIVE APPROACH TO INTERNATIONAL EDUCATION?

However, based
programs supported by the Stevens Init
participants representing identities and c
international education. Notable outcome

- More than half of all respondents (51% i
  race or ethnicity as something other tha

- 11% of respondents in fall 2021 and 9%

- Over 30% of all respondents (33% in fal
  a parent whose highest level of educatic
  a common measure of socioeconomic st
  students.

virtual exchange broadens horizons.

In summer and fall 2021, 65% of MENA and 78% of U.S. respondents had not previously participated in an international exchange.

Stevens Initiative

2023 Virtual Exchange Impact and Learning Report

BUT CAN VIRTUAL EXCHANGE ALSO EXCLUDE CERTAIN STUDENT GROUPS?

Global Edition   Africa Edition   Asia Hub   SDGs Hub   Transformative Leadership   Special Reports   Partner

BRAZIL

International virtual education needs greater support

Luciane Stallivieri 23 May 2020

in Share   Tweet   Compartir 118

Brazilian student works online. Photo: iStock

One of the main responses to the COVID-19 lockdowns has been the migration of higher education internationalisation from face-to-face environments to digital environments. That is, the virtualisation of internationalisation. One of the already established models is the use of 'Virtual Exchange', a name used to designate educational programmes that use technology to allow geographically separated people to interact, communicate and develop global skills.

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Stallivieri (2020):

For Brazilians to make full use of VE they would have to overcome three 'gaps':

• The linguistic gap - most Brazilians speak only Portuguese;

• The digitalisation gap – lack of access to technology;

• The structural gap – The lack of institutional and curricular flexibility and support for such initiatives.

IS VIDEOCONFERENCING AN INCLUSIVE TOOL FOR FOREIGN LANGUAGE LEARNERS?

A Spanish student reflects on her VE with Finnish, Dutch and Polish partners:

"During this meeting I had some trouble communicating, as I am not used to speaking English. But I tried to do my best. However, when I saw the excellent level of English that the other students had, I felt insecure and didn't speak too much. I also had a lot of trouble understanding them, as they spoke very fast and had very thick accents."
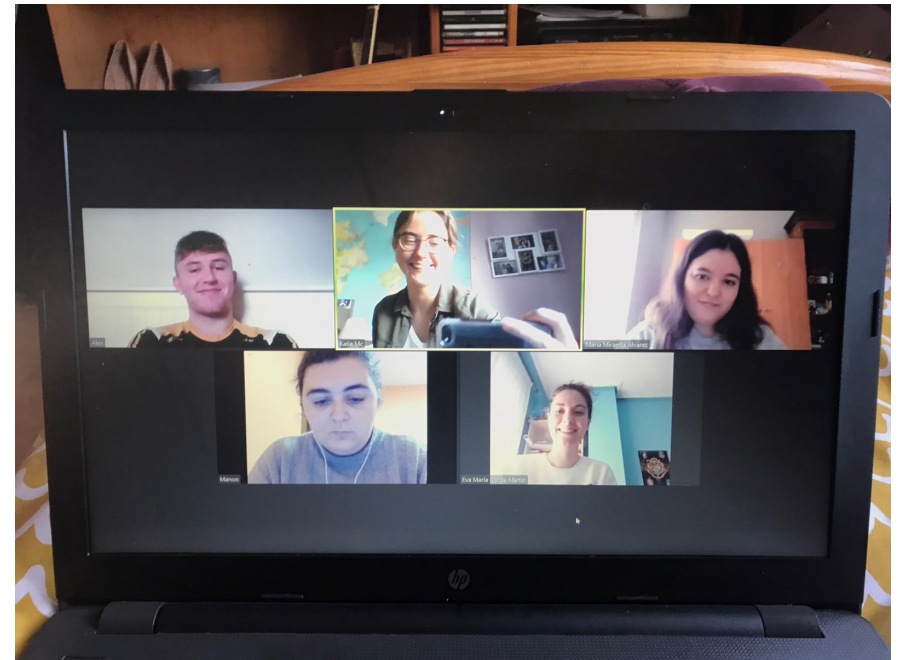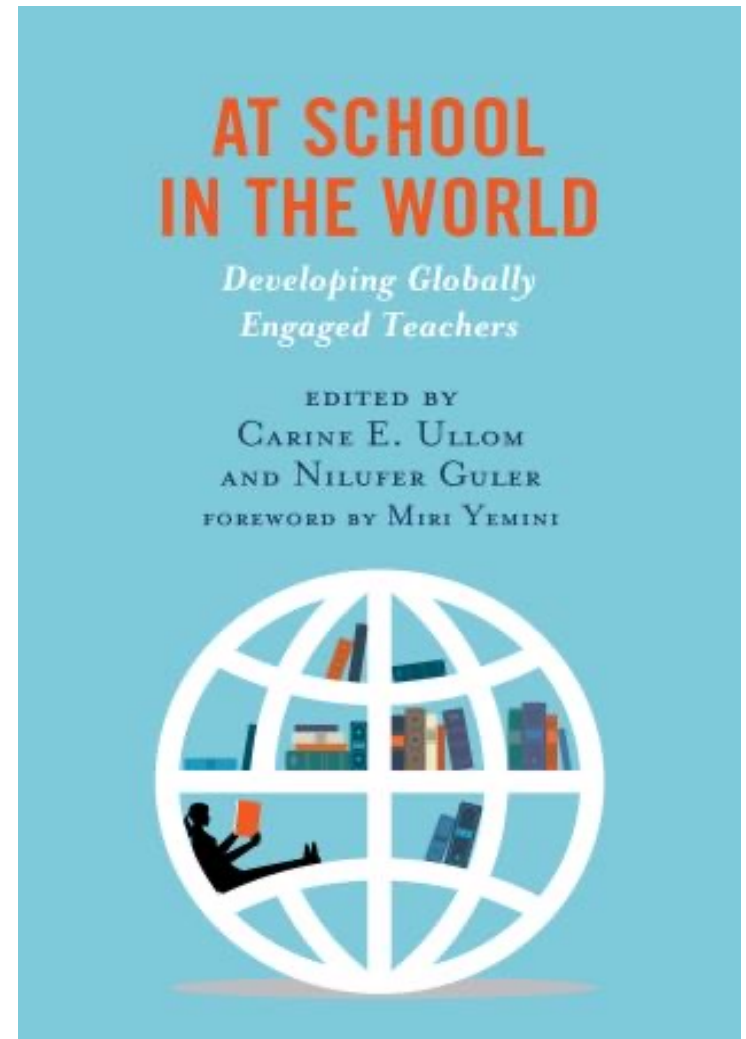
THE QUESTION OF EQUITY OF ENGAGEMENT BETWEEN DIVERSE GROUPS IN VIRTUAL EXCHANGE

Agreement, L. et al (2023): "…study abroad participants from the Global North often initially reflect an attitude of coming to help, instead of being more receptive to learning from their host communities" (p. 170).

Is there a danger of this happening with certain social and cultural groups in our Virtual Exchanges?

Equity of engagement in VE means ensuring that all participants, regardless of their backgrounds, have the same opportunities to actively participate in the project and that they are treated as equal partners.

AT SCHOOL IN THE WORLD
Developing Globally Engaged Teachers

EDITED BY
CARINE E. ULLOM
AND NILUFER GULER
FOREWORD BY MIRI YEMINI

EXAMPLE 1. AN EXAMPLE FROM A VE BETWEEN STUDENTS IN PALESTINE AND THE USA

International teams of Palestinian and American engineering students work together to develop green building designs for a **Palestinian Refugee Camp**.

The designs is judged by a panel of experts in a final competition.

Palestinian students from the winning teams travel to the United States to meet their American counterparts and learn about green building in the United States.

EXAMPLE 2: A VE BETWEEN STUDENTS IN QUEBEC AND THE USA

An American group of learners exchanged emails with a group from Quebec for over a year and a half in order to carry out various parallel learning projects. Each group was learning the other's language (English-French).

The exchange is reported to have worked extremely well and the American group are said to have considered their Quebecois partners competent and highly-proficient models for learning French.

It was not until the two groups met at the end of the exchange that the American students realised that their partner class actually consisted of deaf children.
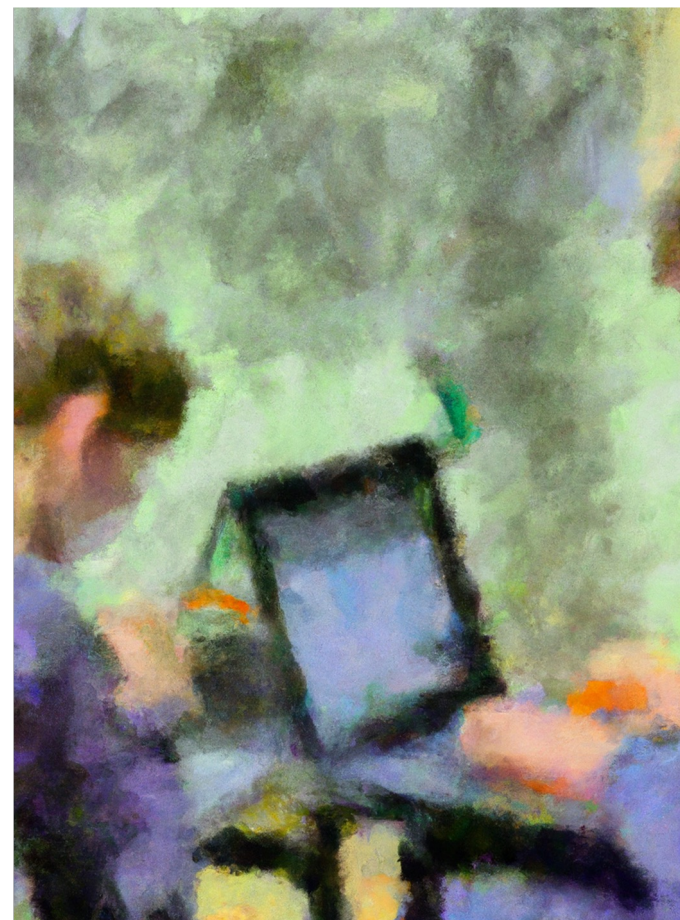
CHALLENGES TO EQUITY OF RELATIONSHIPS IN VE

- The partner class and culture is portrayed as 'in trouble' – and needs to be 'saved'

- The partner class and its culture is treated as novelty or curiosity

- The partners are 'unaware of the reality' and need to be told another perspective

- The tools employed in the VE are not accessible to all participants

VE INVOLVING CLASSES IN ZONES OF CONFLICT: AN EMERGING AREA OF VIRTUAL EXCHANGE WITH A NEW SET OF CHALLENGES

QUESTIONS TO CONSIDER:

How do we deal with the conflict in our VE tasks and interactions?

How can we prepare our students for engaging with partners in zones of conflict?

What are the potential risks and challenges for students, teachers and universities?

THE VALUE OF VE FOR STUDENTS IN ZONES OF CONFLICT

"I think it was way of **escaping what is going on** outside the classroom on the borders."

"**Connections through the VE will allow these people's voices to be heard by the rest of the world** while the other classes [outside the conflict] can **become more aware of the inequalities and violation of human rights** by listening to the firsthand experiences of individuals-not from the media. This is so powerful!"

"Virtual Exchange is **a tool for them to open, to reflect on some their stories, to share with peers**, because sometimes students can't share this with parents or with teachers. It's like a healing tool. When they speak about war."
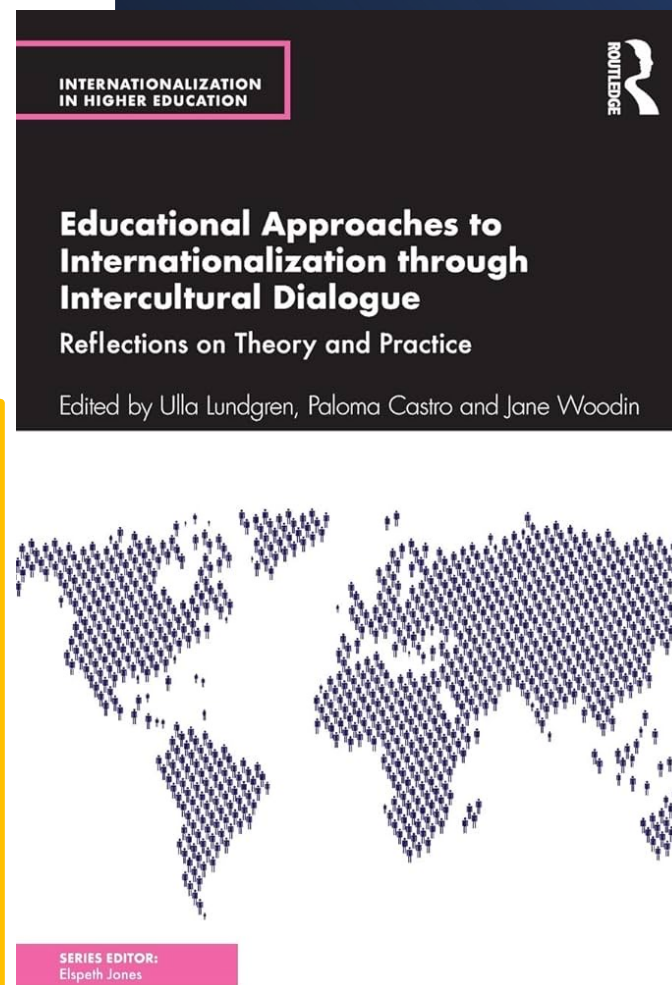
- Lauridsen (2020): "...*internationalization is an intentional process. It does not happen by osmosis*, for instance, by bringing a diverse group of students together in an EMI classroom" (p.208).

THE SAME PRINCIPLE STANDS FOR TRANSNATIONAL APPROACHES TO VIRTUAL EXCHANGE:

CONSIDER:
- AN EXPLICIT APPROACH TO INCLUSION AND TO STUDENTS' LEARNING ENVIRONMENTS
- POSITIONING PARTNER CLASSES EQUALLY WHEN DESIGNING PROJECTS
- SUPPORTING AND PREPARING STUDENTS FOR THEIR TRANSNATIONAL ENCOUNTERS

INTERNATIONALIZATION IN HIGHER EDUCATION

Educational Approaches to Internationalization through Intercultural Dialogue

Reflections on Theory and Practice

Edited by Ulla Lundgren, Paloma Castro and Jane Woodin

SERIES EDITOR: Elspeth Jones

- **MERCI BIEN!**

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Bibliography and collection of links and resources on VE available from this Google doc.