TIPS FOR DESIGNING VE PROJECTS
Who is Lisa

Current position and location
learning technology, etutor and Virtual Exchange implementer
Didactic etutor at CLA and CA UNIPD

Key areas of expertise
Web master, teacher trainer and learning technologist
Master in tutoring on line
School of specialization on Web 2.0 tools
School of specialization in teaching Italian to foreign students
General course on “Human rights and Inclusion”
Expert in digital competence (savoir faire e savoir être online)
Expert in intercultural competence
eTandem Virtual Exchange since 2011 (won European Language Label prize in 2016)
Advanced E+VE facilitator since 2018 (facilitation award)
Took part in various european projects:

IEREST
E+VE
ARQUIS
What is Virtual Exchange?

- **International, collaborative** and **technology-enabled** educational experience

- **Formal + non-formal** education

- **Student-centered/learned-led**: participants main recipients and the **main drivers** of knowledge

- Experiential and reflective learning --> no lecture-based

- **Sustained** interaction --> **synchronous + asynchronous** activities

- Structured to develop:
  - **pro-social behaviours**: intercultural understanding and awareness, dialogue, critical reflection
  - **transversal skills** *(global competence)*

- **It’s not virtual mobility** *(that has limited/no peer-to-peer interaction)*

http://virtualexchangecoalition.org/
Visual representation of a Virtual Exchange experience
HIGHLIGHTS FROM IVEC

SOME ICC TRENDS
- Intersections of ICC with JEDI
- Focus on holistic learner development including social-emotional learning (SEL)
- Use of peer learning and assessment
- View students as partners/co-creators
- Connect ICC to real world issues (very strong focus on SDGs and activism)

Deardorff & Arasatanam – Smith

SOME EMERGING ICC THEMES:
- The centrality of the learner
- The indispensability of active engagement
- The focus on the process
- The significance of multiple perspectives
- The variety of assessment

Keynote speech – Darla Deardorff “Exploring trends and Innovation in intercultural competence development within higher education”
Executive Director of the Association of International Education Administrators (AIEA), as well as a Research Scholar at Duke University, USA
CRITERIA FOR DESIGNING VE ACTIVITIES AND TASKS

- **PEDAGOGY**
  - challenging, interesting and appealing
  - clearly communicated and structured

- **TECHNOLOGY**
  - kind of tools differ from setting

- **INTERCULTURALITY (COMPETENCE/AWARENESS)**
  - attitude
  - knowledge of culture
  - critical cultural awareness

**AVOID MISTAKE:**

**TOOLS OVER PEDAGOGICAL AND INTERCULTURAL AIMS**

**DO NOT THINK ABOUT THE TOOLS BEFORE THINKING ABOUT THE TASKS!**

*See Table and Article “Task design for telecollaborative exchanges: In search of new criteria”*
INTERCULTURAL COMPETENCE

IS ONE MAIN AIM OF STUDENT’S MOBILITY *

ELEMENTS: **

- INTEREST IN GLOBAL ISSUES
- CURIOSITY TOWARDS OTHERNESS AND DIVERSITY
- SELF-AWARENESS
- KNOWLEDGE OF OTHER’S CULTURAL CONTEXT
- KNOWLEDGE OF THE ORIGINAL CONTEXT FROM NEW PERSPECTIVES
- CRITICAL THINKING
- RELATIVIZATION OF ONE’S OWN POINT OF VIEW


**See Baiutti competenza interculturale e mobilità studentesca - riflessioni pedagogiche per la valutazione pag.18
DESIGNING TASKS - THINGS TO CONSIDER

CONTENT

- INTERCULTURAL AWARENESS

- CURRENT NEWS AND THEMES

  KEY WORDS:
  - INCLUSION
  - DIVERSITY
  - SUSTAINABILITY
  - GREEN
  - HUMAN RIGHTS
  - EQUITY

  IN LINE WITH SDGs

CONTROVERSIAL MANNER ➔ DIALOGUE vs DEBATE

FORM

- APPRECIATED MODE (SYNCHRONOUS SESSIONS)
- VISUALS PROMPTS
- MOST APPRECIATED TOPICS (EARLIER THAN THE OTHERS)
INTERCULTURAL AWARENESS

CRITERIA

WHAT

NEUTRAL TOPICS
- TRADITIONS
- MUSIC
- FOOD
- LANGUAGE
- ...

WHY

GLOBAL & CONTROVERSIAL TOPICS
- COVID VACCINATION
- GENDER ISSUES
- ROLE OF MEDIA
- SOCIAL INEQUALITIES
- ...

Culture as an iceberg

Visible culture

Invisible culture
SUGGESTIONS

- LEARNERS PREFER SYNCHRONOUS SETTING (FACILITATED/SELF-MANAGED)
- FILE ROUGE BETWEEN SYNCHRONOUS AND ASYNCHRONOUS ACTIVITIES
- HOW TO COMBINE DISCIPLINE-SPECIFIC CONTENTS WITH VE?
  - BY USING DIFFERENT PLATFORMS / PATHS:
    FORMAL: FOR DISCIPLINE-SPECIFIC CONTENTS
    INFORMAL: FOR INTERCULTURAL CONTENT
  - BY KEEPING AN INTERDISCIPLINARY APPROACH

WHY SDGs?  https://sdgs.un.org/goals
- it eases cross-disciplinarity
- it gives a strong intercultural character to the project
- it may make it easier to find additional/substitutional partners in case bureaucratic issues arise
FURTHER CHALLENGES

PARTNERSHIP

- RECOGNITION and ACCREDITATION OF VE
- TRUST AND GOOD UNDERSTANDING AMONG PARTNERS
- CULTURE OF VIRTUAL EXCHANGE

TECHNOLOGY

- DIGITAL DIVIDE (equipment and skills)
- EQUITABLE PLATFORM
TO SUM UP - SIMPLE VIRTUAL EXCHANGE PLAN

- Title of VE and main features
  - Multidisciplinarity
  - Physical mobility (if any)
    - Duration
    - Destination
  - Duration of VE

- General and specific course goals
  - General
    - peers-to-peers learning
    - multilingualism
    - intercultural competence
    - inclusiveness
    - collaboration as well as various other transversal skills
  - Specific
    - Related to discipline 1
    - Related to discipline 2
    - Related to discipline 3
    - ...

- Language of engagement (could differ from language of instruction)

- Plan for students interaction and collaboration
  - Asynchronously via Moodle, WhatsApp, Facebook, Instagram
    (formal platform and informal platform)
  - Synchronously via Zoom, WhatsApp, Facebook, Instagram
    How many online sessions? 2 hours duration max

- Types of engagement
  - individually
  - small groups (dyads, triads - one student coming from each country)
  - larger groups (5 people)
  - all students

1 credit: 25 hours of work and study

- Activities and assignments
  - Collecting data and figures about social, economical, ethical and political issues
  - Conducting interviews
  - Analyzing and comparing current facts in each country
  - Sharing info about local traditions, environmental, economical and social themes and trends
  - Discussing asynchronously topic covered in synchronous meetings (follow-up activities)

- Dates of the projects
  - When it starts
  - When it finishes
  - “Risky dates”: festivities, national bank holidays of all partners

- Students’ generated artifacts
  - Creating infographics (figures and facts)
  - Creating Prezi presentations to share findings
  - Recording interviews
  - Writing reports commenting on data collected through interviews

- Virtual Exchange Calendar
BIP - Erasmus+ Blended Intensive Programmes

✓ origin: format foreseen by the European Commission, with guided structure
✓ multi partners EU (min 3) (Arqus, VIU e UNIMED)
✓ blended mobility: VE no time limits, physical mobility (5-30 days)
✓ virtual component before, during and/or after the physical mobility
✓ min 15 pax (from other universities)
✓ min 3 ECTS

Next call: November 2022
Virtual Exchange Project Plan:

- Title of VE and main features
- General and specific course goals
- Language of engagement
- Plan for students interaction and collaboration
- Activities and assignments
- Dates of the projects
- Students’ generated artifacts
- Virtual Exchange Calendar

In the next slides a draft copy of a BIP project filled in during the “Virtual Exchange Project Design-Staff Training on Digital Skills and Virtual Exchange Methodology” will be shown.
TITLE: Collaborative-Multidisciplinary Academic Project

Building sustainable, resilient and multilingual bridges

Main features:

- **multidisciplinarity:**
  - Statistics (University of Padova)
  - Human Resources (University of Granada)
  - Business and Marketing (Université de Lyon)

- **Physical mobility:** 5 days duration

- **VE duration:** 7/8 weeks

- **Destination for physical mobility:** university of Granada

- **Virtual Exchange:** before and after physical mobility
General course goals

-to empower learners with the knowledge, skills, values and attitudes related to the three dimensions of sustainable development (economic, social and environmental)

-to address the interconnected global challenges we are facing, including Covid19 and climate change.

- peers-to-peers learning
- multilingualism
- intercultural competence
- inclusiveness
- collaboration as well as various other transversal skills
Specific course goals

related to Statistics
- compare levels of green employments and green skills in European enterprises
- identify official sources of data and indicators to measure green employment
- compare international definitions of green skills and green employment
- develop a scale to measure job satisfaction, specifically for workers employed in green jobs

related to Human Resource
- increase awareness on social sustainability and related issues:
  - gig economy, human exploitation (illegal employment, food delivery/delivery companies), diversity washing
- increase empathy towards vulnerable people and their needs (homeless)
- better understanding of classification of humble jobs (3Ds: dangerous, dirty and difficult jobs)

related to Business and Marketing
- detect and prevent greenwashing
- increase awareness on greenwashing practices (Amazon, Coca Cola etc.)
- better understanding of interdependence and power relations between different social classes (Brexit case taken as an example)
Languages of engagement

- **English** -> language of instruction *for convenience’s sake* and *linguistic neutrality*

- **Italian, French, Spanish and English** to foster *multilingualism* as well as linguistic diversity promoted by the language European policy

- usage of different **Romance languages** --> *intercomprehension mechanism*
Plan for students interaction and collaboration

Asynchronously via Moodle, WhatsApp, Facebook, Instagram (formal platform and informal platform)

Synchronously via Zoom, WhatsApp, Facebook, Instagram

- small groups (triads - one student coming from each country)
- larger groups (5 people)
- all students

- 6 online synchronous sessions in ZOOM (2 hours)

N.B The use of different kinds of platforms and modes of interactions mentioned above aim not only to foster social cohesion but also to build a safe space (community of trust) where students will be able to share their knowledge, perspectives, points of view as well as their feelings freely.
Activities and assignments

- Collecting data and figures about social, economical, ethical and political issues
- Conducting interviews involving delivery companies workers (food riders)
- Analyzing and comparing current facts in each country (see Brexit case on local media for example)
- Sharing info about local Easter traditions/environmental, economical and social trends
- Discussing asynchronously topic covered in synchronous meetings (follow-up activities)
Student-generated artifacts

- Creating infographics (figures and facts)
- Creating prezi presentations to share findings
- Recording interviews
- Writing reports commenting on data collected through interviews
# Building sustainable, resilient and multilingual bridges

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Group A-B-C Online activities and topics</th>
<th>Group A-B-C in-class activities</th>
<th>Joint Activities</th>
<th>Technologies Needed</th>
<th>Tasks and activities are briefly outlined only</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> Preparatory phase and information exchange</td>
<td>Pre-exchange activities: social and technological familiarization</td>
<td></td>
<td>In asynchronous and synchronous (2 hours) settings</td>
<td>Zoom, Padlet, Jamboard, Moodle/FB, Wooclap (wiki)</td>
<td>- Pre-exchange questionnaire (which are your expectations?) - Peruse of Moodle (syllabus, useful links and netiquette) - Building ground rules jointly forum/wiki with prompts - Ice breaker activities: to increase self-awareness to increase awareness of cultural stereotyping! Did you say Italy/Spain/France?</td>
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<tr>
<td><strong>Week 2</strong> Comparison and analysis</td>
<td>Words association activity related to - green skills - green jobs - green washing</td>
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<td>In asynchronous and synchronous (2 hours) settings</td>
<td>Zoom, Wooclap, Moodle/FB, Padlet</td>
<td>- Icebreaker activity - Questionnaire about climate change (what kind of climate change are you? – Biz Biz Biz activity) - Collection of suggestions and definitions (in different languages?)</td>
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</tbody>
</table>

**Product creation**

**Reflection**

Comments on peers' artifacts
# BIP PLAN EXAMPLE

## Virtual Exchange Calendar weeks 3-4

<table>
<thead>
<tr>
<th>Week 3</th>
<th>COVID-19 impacts on business labour market and human resources</th>
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<tbody>
<tr>
<td></td>
<td>Comparison of news on local/national newspapers (ex. Brexit case)</td>
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<td>In asynchronous and synchronous (2 hours) settings</td>
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<tr>
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<td>Zoom, Woodlap, Moodle/FB, Padlet, Annoto</td>
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<td></td>
<td><strong>- icebreaker activity</strong></td>
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<td><strong>- watch and comment on video/s together reporting testimonies (ex. Amazon workers)</strong></td>
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<td></td>
<td><strong>- Do you feel European?</strong> (question/questionnaire connected to Brexit case)</td>
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</tbody>
</table>

- **Product creation**

- **Reflection**

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Room equipped with 20 pcs (?)</th>
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<tbody>
<tr>
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<td>8 hours a day? (40)</td>
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- **In-presence activities (5 days)**

- **Zoom**
  - - infographic (with figures and facts)
    - Aspects/factors:
      - people who found/lost employment
      - food delivery and commerce
      - exploitation/modern slavery? Humble jobs
      - (2a) casual/illegal employment -> immigration
    - digital economy
    - Brexit case
    - women have been most severely affected by Covid-19

  - **- interview workers/riders**

  - Comments on peers' artifacts

- **Moodle**
  - Collaborative work and artifacts
<table>
<thead>
<tr>
<th>Week 5</th>
<th>11-17th April</th>
<th>Idiomatic expressions and traditions about Easter</th>
<th>In asynchronous and synchronous (2 hours) settings</th>
<th>Zoom, Moodle/FB, Kahoot, Wiki</th>
<th>Ice-breaker activity: Kahoot questionnaire (about Easter traditions all over the world)</th>
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</thead>
<tbody>
<tr>
<td>EASTER</td>
<td>17th April</td>
<td>Comparison and analysis</td>
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<td>-Is chocolate sustainable? Is any chocolate ethical? Is sustainable chocolate tastier?</td>
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<tr>
<td>Week 6</td>
<td>COVID-19 Vaccination</td>
<td>Moodle/FB Wooclap Padlet</td>
<td>- Ice breaker activity</td>
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<td>Comparison of different policies on vaccination and use of green pass</td>
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<td>- Questionnaire about covid-19 (what do you know?)</td>
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<td>- Are you pro or against vaccination and use of green pass?</td>
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<td>- Infographic:</td>
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<td>- Aspects/factors</td>
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<td>- Vaccination rates in developing countries</td>
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<td>- Vaccine divides between rich and poor countries</td>
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<td>- Infographic/interview</td>
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<td>- Comments on peers' artifacts</td>
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<td>- Ice breaker activity</td>
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<td>- Resilience/homelessness/failure activities</td>
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<td>- How web reputation can harm your job hunt</td>
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**Virtual Exchange Calendar**

**weeks 6-7**

<table>
<thead>
<tr>
<th>Week 7</th>
<th>COVID-19 impacts on individuals</th>
<th>In asynchronous and synchronous (2 hours) settings</th>
<th>Zoom Moodle/ Facebook Padlet</th>
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<tbody>
<tr>
<td></td>
<td>Wellbeing/resilience of technological devices/virtual life &gt; online reputation</td>
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**Product creation**