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ANNI



UNIVERSITÀ
DEGLI STUDI
DI PADOVA

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 **europaean projects**:

[IEREST](#)

[E+VE](#)

[ARQUS](#)

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



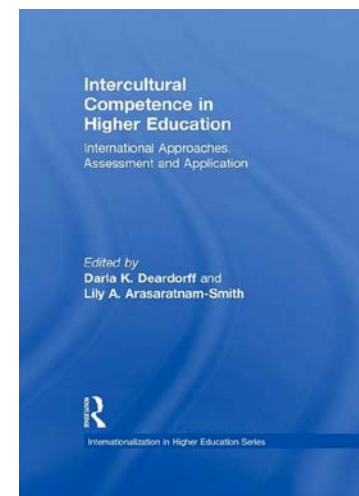
SOME ICC TRENDS

- 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 & Arasatnam – 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

[See Table and Article](#)
[“Task design for telecollaborative exchanges: In search of new criteria”](#)

AVOID MISTAKE:

TOOLS OVER PEDAGOGICAL AND INTERCULTURAL AIMS

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

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 Almeida 2015; Baiutti, 2014/2015; Deardorff, 2006, Deardorff & van Gaalen, 2012; Savicki, 2008; Vande Berg, Paige & Hemming Lou, 2006b, 2012) and european documents (ex. CdE, 2012; UE, 2006b, 2008; UNESCO, 1987)

**See Baiutti competenza interculturale e mobilità studentesca - riflessioni pedagogiche per la valutazione pag.18
Baiutti, M. (2017). Competenza interculturale e mobilità studentesca. Riflessioni pedagogiche per la valutazione. Pisa: ETS

DESIGNING TASKS - THINGS TO CONSIDER

CONTENT

- **INTERCULTURAL AWARENESS**
- **CURRENT NEWS AND THEMES**

KEY WORDS:

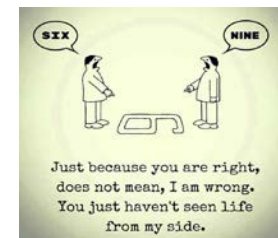
- INCLUSION
- DIVERSITY
- SUSTAINABILITY
- GREEN
- HUMAN RIGHTS
- EQUITY

IN LINE WITH SDGs

CONTROVERSIAL MANNER → **DIALOGUE vs DEBATE**

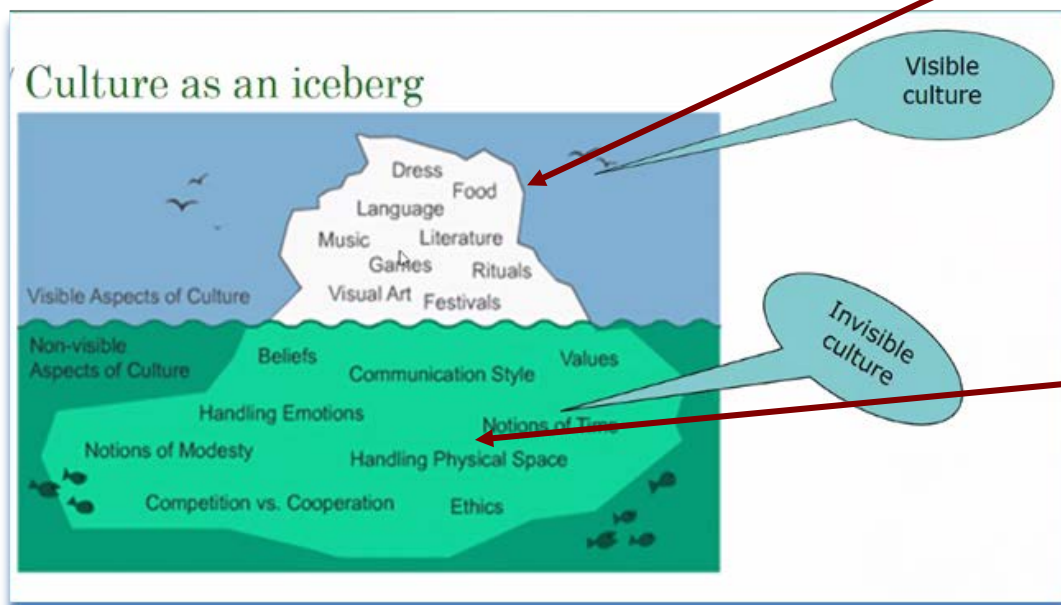
FORM

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



CRITERIA

INTERCULTURAL AWARENESS



WHAT

NEUTRAL TOPICS

- TRADITIONS
- MUSIC
- FOOD
- LANGUAGE
- ...

WHY

GLOBAL & CONTROVERSIAL TOPICS

- COVID VACCINATION
- GENDER ISSUES
- ROLE OF MEDIA
- SOCIAL INEQUALITIES
- ...

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

(see NICE structure)



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**

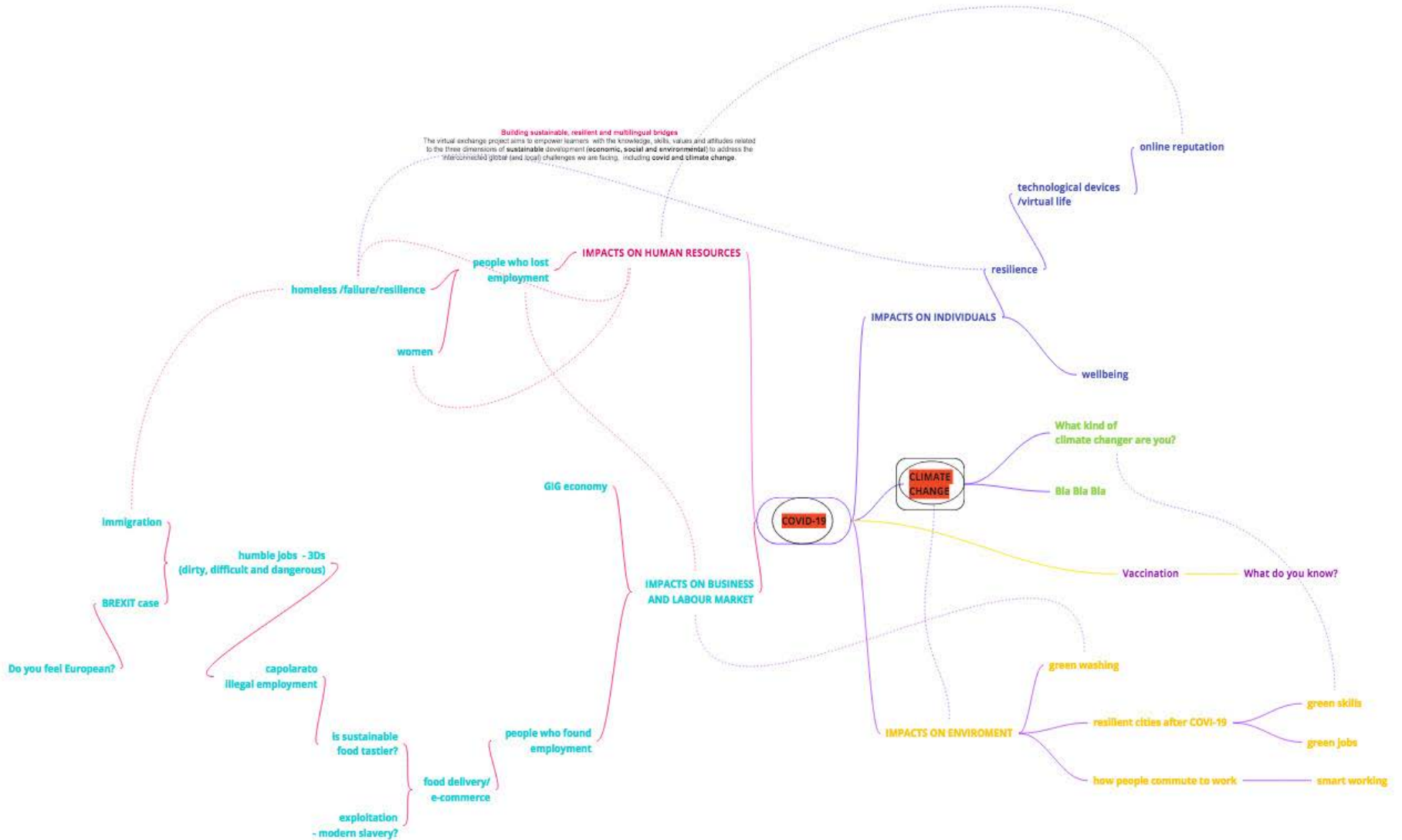
related to Human Resource

- 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)

BIP PLAN 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

BIP PLAN EXAMPLE

Virtual Exchange Calendar weeks 3-4

<p>Week 3 Comparison and analysis</p> <p>Product creation</p> <p>Reflection</p>	<p>COVID-19 impacts on business labour market and human resources</p> <p>Comparison of news on local/national newspapers (ex. Brexit case)</p>		<p>In asynchronous and synchronous (2 hours) settings</p>	<p>Zoom Wooclap Moodle/FB Padlet Annoto</p>	<ul style="list-style-type: none"> - icebreaker activity - watch and comment on video/s together reporting testimonies (ex. Amazon workers) - Do you feel European? <small>(question/questionnaire connected to Brexit case)</small> - infographic (with figures and facts) <small>Aspects/factors:</small> <ul style="list-style-type: none"> -people who found/lost employment -food delivery and ecommerce -exploitation/modern slavery? Humble jobs (3Ds) capolarato/illegal employment > immigration -GIG economy -Brexit case - women have been most severely affected by Covid-19 Or - interview workers/riders Comments on peers' artifacts
<p>Week 4 1st week of April 4-10</p> <p>In-presence activities (5 days)</p>		<p>Room equipped with 20 pcs (?)</p> <p>8 hours a day? (40)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		<p>Moodle</p>	<p>Collaborative work and artifacts</p>

Virtual Exchange Calendar week 5

<p>Week 5 11- 17 th April EASTER 17th April Comparison and analysis</p>	<p>Idiomatic expressions and traditions about Easter</p>		<p>In asynchronous and synchronous (2 hours) settings</p>	<p>Zoom Moodle/FB Kahoot Wiki</p>	<p>Ice-breaker activity: Kahoot questionnaire (about Easter traditions all over the world)</p> <p>-Is chocolate sustainable? Is any chocolate ethical? Is sustainable chocolate tastier?</p>
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BIP PLAN EXAMPLE

Virtual Exchange Calendar weeks 6-7

<p>Week 6</p> <p>Comparison and analysis</p> <p>Product creation</p> <p>Reflection</p>	<p>COVID-19 Vaccination</p> <p>Comparison of different policies on vaccination and use of green pass</p>			<p>Moodle/FB Wooclap Padlet</p>	<p>- ice breaker activity</p> <p>- questionnaire about covid-19 (what do you know?)</p> <p>-are you pro or against vaccination and use of green pass?</p> <p>infographic: Aspects/factors -Vaccination rates in developing countries -Vaccine divide between rich and poor countries</p> <p>Comments on peers' artifacts</p>
<p>Week 7</p> <p>Comparison and analysis</p> <p>Product creation</p>	<p>COVID-19 impacts on individuals</p> <p>Wellbeing /resilience Technological devices/virtual life > online reputation</p>		<p>In asynchronous and synchronous (2 hours) settings</p>	<p>Zoom Moodle/ Facebook Padlet</p>	<p>- ice breaker activity</p> <p>-Resilience/homelessness/failure activities</p> <p>-how web reputation can harm your job hunt</p> <p>infographic/interview</p>

