

CEHD Virtual Exchange Resource Guide

This is a resource guide for faculty creating an international virtual exchange (VE) program or adding a virtual exchange component to an existing course/s.

- [The Virtual Exchange Initiative at Georgia State University](#)
- [CEHD Office of International Programs](#)
- [Office of International Initiatives](#)
- [Atlanta Global Studies Center](#)

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Informational Resources:

- [The Global Engagement Teaching and Learning Community](#)

Explore Global Engagement Learning Activities and customize the learning activities to fulfil the goals of your project.

- Faculty Community on Virtual Exchange

This course, accessible in iCollege, is facilitated by Dr. Yali Zhou. Contact Dr. Zhou to be added to this course to access resources like modules for VE, Research and Literature, faculty projects, past workshops, presentations and conferences etc.

Finding International Partners:

Discuss your program ideas to with any one of the initial contacts below. The Office of International Initiatives has a database of international partners that you can be matched with.

Funding Opportunities:

- [Faculty International Partnership Engagement \(FIPE\) Grant](#) – proposals are accepted annually.
- [Signature Experience Course Development Mini- Grants](#) – this support is offered annually.

- [Center for Teaching and Learning Mini-Grants](#) - grants offered for course development

Georgia State Virtual Exchange Projects:

College	Name of Faculty	Title of Proposal	Partner Institution	Technology	Semesters Offered
Arts & Sciences	Attanasio, Roberta	Leadership in Biology	Ca'Foscari University, Venice Italy	Blog Postings and Discussion	Spring, 2020
	Friginal, Eric; Chlapowski, Taylor	Language in Society	Bahcesehir University, Istanbul, Turkey	photographs of public signage; linguistic landscape analysis; sociolinguistic interviews	Fall, 2020
	Kim, Jung Ha	Virtual Exchange Project on Global Career Competence	Osaka University, Japan	Skype, Google Doc, iCollege	Spring, 2020
	McCoy, Jennifer	Democratic Erosion and Polarization around the World	Koc University, Istanbul, Turkey	WebEx, iCollege, video conferencing, blogging	Spring, 2020
Business	Dakhli, Mourad	Using VE to Solve Real Innovation Challenges	ESCA-School of Management, Morocco	Agorize Platform: Real Challenges	Spring, 2020
College of the Arts	Freer, Patrick	Writing Across Cultures: Creating Graduate Peer Support	North-West University, South Africa	Syn./Asynchronous video, text chats	Spring, 2020
College of Education and Human Development	Strosnider, Courtney	Barriers to Health	North-West University, South Africa	iCollege, video programs, cell phones	Fall, 2020
	Tinker Sachs, Gertrude; Angay-Crowder, Tuba	The Role of Inquiry Based Multiliteracies Project in Developing Pre-Service Language Teacher's Intercultural Competence in	Bolu Abant Izzet Baysal University, Turkey	FlipGrid, iCollege, ThingLink, Infogram, Mindmeister	Spring, 2020

		Second Language Acquisition Courses			
	Zhao, Yali	Enhancing Cross-Cultural Understanding of Social Science Education through Collaborative Online International Learning Community	Beijing Normal University, China; Capital Normal University, China; National Institute of Education, Singapore; Seoul National University, South Korea	iCollege, WeChat, Zoom	Spring, 2020
Perimeter	Ransom, Telmeko	Promote Intercultural Competence for Creating Culturally Inclusive K-12 Classrooms	Education University of Hong Kong	WebEx or Skype	Spring, 2020
School of Public Health	Stauber, Christine	Virtual Exchange in Environmental Health: Think Global, Act Local	Federal University of Bahia (UFBA)	Whatsapp, Youtube, Skype, WebEx, Zoom, App+Lugar, iCollege	Spring, 2020
	Vinoski Thomas, Erin	Enhancing Public Health Students' Intercultural Connectedness Around Issues of Disability and Health Through a Virtual Exchange Experience	North-West University, South Africa; University of Pernambuco, Recife, Brazil	Flipgrid, VoiceThread, iCollege	Spring, 2020

Designing, Developing and Implementing Virtual Exchange

VIRTUAL EXCHANGE PROCESS CHECKLIST

Phase I - Exploration

- Participate in Virtual Exchange/COIL Training
- Consider project ideas appropriate to course(s) you teach
- Discuss/share your ideas with colleagues and department chair
- Choose an international partner for the collaboration

- Schedule an initial “talk it out” session with your chosen international partner
- Brainstorm project ideas with your chosen international partner
- Determine a project topic/idea with your partner
- Determine how and how often you and your partner will communicate *before, during, and after* the project is implemented

Phase II - Planning

- Collaborate with your partner to determine the goals and learning outcomes of the project
- Describe the project in detail (i.e. process and product)
- Identify and list the technology and resources students will need to execute the project (*i.e. How will students communicate? How will they collaborate? What will they do? What will they produce? How will they submit their work for review and assessment?)*
- Create a short list of technologies that could be used to execute the project
- Identify how the students’ work [on the project] will be assessed and determine the project’s point/percentage value (weight) in your course
- **Technology Assistance:**
Instructional experts are available at the [Center for Excellence in Teaching & Learning \(CETL\)](#) are available to assist with technology creation and use.

Phase III - Development

- Develop all of the project components in collaboration with your partner (*e.g. worksheets, templates, project instructions and/or checklists, scoring rubrics, assessment instruments, project website, project learning management system, etc.*)
- Upload project components to the virtual space where students will be able to access and download them throughout the project
- Set up the project collaboration and/or communication platform (and test it)
- Run a simulation (pilot) of the project with your partner (and perhaps one or two students or colleagues)
- Troubleshoot the project technology

- Troubleshoot the end user-experience of the project

Phase IV - Implementation

- Launch the project
- Monitor and manage the project
- Facilitate the students' participation and engagement in the project
- Resolve any technical or procedural problems or issues that occur during the project
- Record (log) your observations of the project (*successes, challenges, problems, etc.*)

Phase V - Assessment

- Review and evaluate students' work related to the project
- Review and evaluate students' global competence before and after their participation in the project
- Upload copies (or links) to students' project artifacts in the Virtual Exchange Google folder so that they can earn a Virtual Exchange digital badge

Phase VI – Review, Revise, Relaunch

- Conduct a post-project review and analysis session with your partner and/or your students to discuss successes, outcomes, challenges, problems of the project
- Plan project revisions
- Make project revisions
- Relaunch the project
- Repeat this process after each run of the project

VIRTUAL EXCHANGE PROJECT MANAGEMENT

Project Management Tasks	"To be Completed by" Date	Done ? Y= Yes N = No	If "No" Set New Date
<i>Example:</i> <i>Draft the goals and outcomes of the project</i>	November 6	Yes	

ASSESSMENT STRATEGIES

Determine an assessment strategy for your virtual exchange project. This should be a two-fold strategy.

First, determine how the project itself will be assessed. If a desired goal (and incentive) is for students to earn a **Virtual Exchange Digital Badge**, then their project work must be documented and archived. A Google drive folder has been set up for this. [Click here to access this folder](#)

Next, determine a strategy for assessing the global learning outcomes of the project. Using a standardized assessment for this purpose is a preferred option.

Global learning outcomes could include some or all of the following depending on the scope, length and depth and the quantity and quality of student-to-student interaction and engagement during the project.

A representative sampling of global learning outcomes:

- ❖ Ability to examine and discuss an issue from a local, regional and global perspective
- ❖ Ability to recognize an issue from a self and other perspective
- ❖ Ability to demonstrate knowledge of the world beyond one's immediate environment
- ❖ Ability to communicate ideas effectively with diverse audiences
- ❖ Ability to recognize a diversity of perspectives
- ❖ Ability to show or express tolerance of diverse perspectives
- ❖ Ability to use technology to collaborate and communicate in virtual environments
- ❖ Ability to translate ideas and findings into appropriate actions to improve conditions

DIGITAL BADGING

Digital badging not only creates an incentive for faculty and students to engage in virtual exchange, it also promotes students' employability skills, professional credentialing and academic portfolios.

Georgia State University students and their international partners who participate in virtual exchange can earn a **Virtual Exchange Badge** to add to their **Student Backpacks**. To be eligible to earn a badge, students' project work must be evaluated, archived, and shared with CETL. CETL will award the badges.

A Google drive folder that has been set up for this purpose with an individual folder provided for each participating faculty member. Faculty members can upload (or have their students upload their project artifacts) and archive their students' project artifact(s) in these folders.

Additionally, students' global awareness/global competency skills should be assessed for programmatic and institutional purposes. A survey or questionnaire instruments could be used for pre and post assessment.

Please contact Jessie Hayden at jhayden5@gsu.edu, so that she can set up a folder for you in the Google drive set up for this purpose.

You can [click here to access this folder](#)

ADDITIONAL RESOURCES:

VIRTUAL EXCHANGE and COIL

- [How to Create a Virtual Exchange \(Qatar Foundation International\)](#)
- [Virtual Exchange Toolkit for Teachers](#)
- [The Stevens Initiative](#)

TECH TOOLS

- Ednak - <http://ednak.com/>
- VoiceThread - <https://voicethread.com/>
- Google Learning Center - <https://gsuite.google.com/learning-center/products/#!/>
- Tech Infusion - <https://sites.google.com/a/asu.edu/educational-technology-tools/>

COLLABORATION TOOLS

Group Video Conferencing

- [Google Hangouts](#)
- [Zoom](#)
- [Flipgrid](#)
- [Voicethread](#)

Group Text

- [Whatsapp](#)
- [Groupme](#)
- [Facebook Messenger](#)
- [Slack](#)

File and Document Sharing

- [Google Drive](#)
- [Google Docs](#)
- [Padlet](#)
- [Dropbox](#)

Project Management

- [Slack](#)
- [Trello](#)
- [Google Sheets](#)

Project Presentation (synchronous and asynchronous options)

- [Google Hangouts](#)
- [Zoom](#)
- [Flipgrid](#)
- [Voicethread](#)

- [Prezi](#)
- [YouTube](#)
- [Google Slides](#)
- [Screencastomatic](#)
- [Google Sites](#)
- [wordpress.com](#)
- [wix.com](#)

Interested in Virtual Exchange?

[GET STARTED HERE!](#)

Contacts:

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