

10 MINUTEN DigiTaL

Die wöchentliche 10-Minuten-Reihe | DigiTaL-Projekt
Digital Transformation Lab for Teaching and Learning

→ DigiTaL | Lehrservice

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Stiftung
Innovation in der
Hochschullehre



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CONNECTING CLASSROOMS ACROSS BORDERS

WHAT VIRTUAL EXCHANGE CAN DO FOR UNIVERSITY LEVEL LEARNING

10-Minuten-Reihe DigiTal: DigiCLIL-Exchange

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WHY VIRTUAL EXCHANGE?

Benefits of exchange

- Increased student interest and motivation
- Promotion of competencies associated with successful collaboration and complex problem solving
- Added value to subject-specific content through additional perspectives

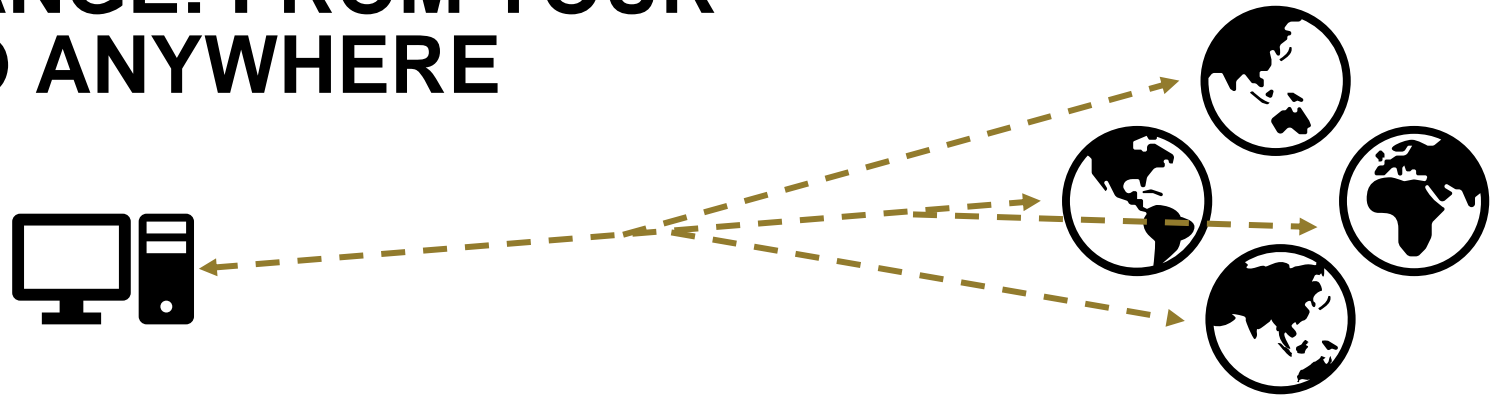
Making exchange more accessible

- Students can maintain social, family, and working relationships
- No need for travel visas, housing, etc.
- Low to no financial hurdle
- Less vulnerable to international political changes

Pandemic: In-person exchanges stopped. Virtual exchanges increased!

VIRTUAL EXCHANGE: FROM YOUR CLASSROOM TO ANYWHERE

A virtual exchange uses digital technology to facilitate meaningful interaction between your students and your chosen partner in another location



Synchronous

Meet at the same time
using videoconferencing



Asynchronous

Interact with the same
content over time



Short or Long

Collaboration can be as
long or short as you need



SYNCHRONOUS MEETINGS: LIVE AND IN (DIGITAL) PERSON

Connecting experts

- Guest lecturers can bring new perspective and answer questions live
- Expanded network of resources for group projects

Connecting students

- Workshops or blended groups add depth and interest to activities
- Your students can also be external experts for other classes!

In class or out

- Blended sessions are ideal for interactions which involve the whole class
- Students or small groups can self-organize online meetings



Synchronous

Meet at the same time
using videoconferencing



ASYNCHRONOUS MEETINGS: SAME CONTENT, DIFFERENT TIMES

Collaborating with text

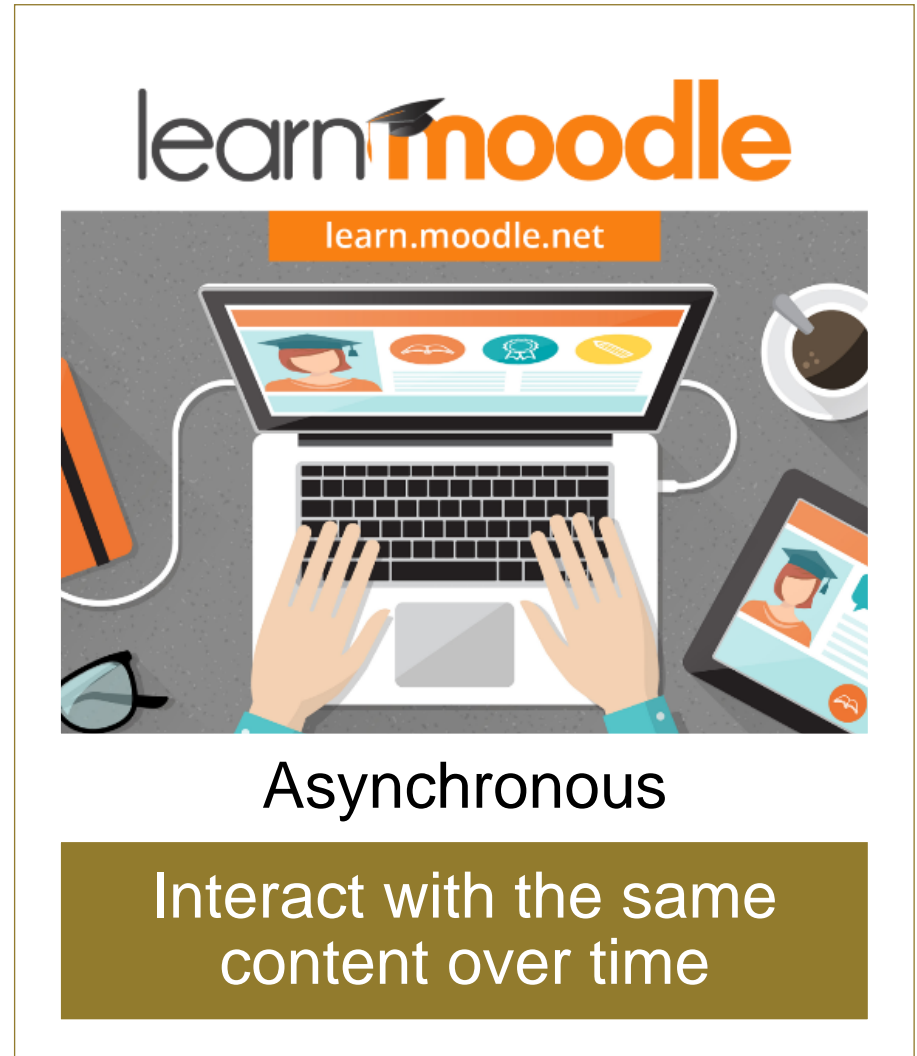
- Forums
- Correspondence
- Virtual pinboards and brainstormers

Collaborating with voice/video

- Using voice or video messaging apps
- Sharing rich content (presentations, tours, practice guides)

Other?

- There is no one right way to collaborate. If you have an idea and a platform – try it!



HOW MANY HOURS (ECTS) WILL THIS NEED?

The choice is yours!

Short collaborations: As little as one week or session can have a big impact!

- Guest lecture
- Workshop
- Collaborative assignment

Long collaborations: Building partnerships over multiple weeks

- Collaborative projects
- Regular collaborative assignments
- Taking turns in teaching



Short or Long

Collaboration can be as long or short as you need



ALIGNING FOR A COMMON PURPOSE

“This Agenda is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom.” ... “All countries and all stakeholders, acting in collaborative partnership, will implement this plan.”

United Nations 2015: Transforming our world. the 2030 Agenda for Sustainable Development.



Steps for fostering competence within a collaborative learning context¹:

1. Learning about “us”: Identify current assumptions and attitudes
2. Learning about “them”: Finding out your partner’s attitudes and perspectives
3. Collaborating in a common project
4. Reflecting on the process: Creating a product which requires reflecting on learnings from the collaboration

1) Barili A, Byram M. Teaching intercultural citizenship through intercultural service learning in world language education. *Foreign Language Annals*. 2021;54:776–99. doi:10.1111/flan.12526. pp 786 - 788

FOSTERING INTERCULTURAL AND SUSTAINABILITY COMPETENCE: A VIRTUAL EXCHANGE CLASS

Long collaboration (8-14 weeks): Students research a specific sustainability solution as it is embedded in their respective local communities.

- Benefits: Complex understanding of solutions and context, ongoing intercultural learning

Short collaboration (2-4 weeks): The Leuphana students write blogs. Our partners give asynchronous feedback on their writing.

- Benefits: Intercultural communication, an outside perspective on project results



HOW WE DO IT: A COLLABORATIVE PROJECT

Critical friends
give feedback



Blog: Sust.
Solutions

Leuphana: Class
on sustainability
and culture

Lecture and exercises relevant to the course topic and goals

The student projects run parallel to the class content

Students form mixed
groups

The groups
choose an
investigation
topic

Students carry
out research
and meet
weekly

Students report
on their
combined
findings

Partner class
(topic varies)

Lecture and exercises relevant to the course topic and goals

Course
appropriate
final product



VIRTUAL EXCHANGE: TURNING THEORY INTO PRACTICE

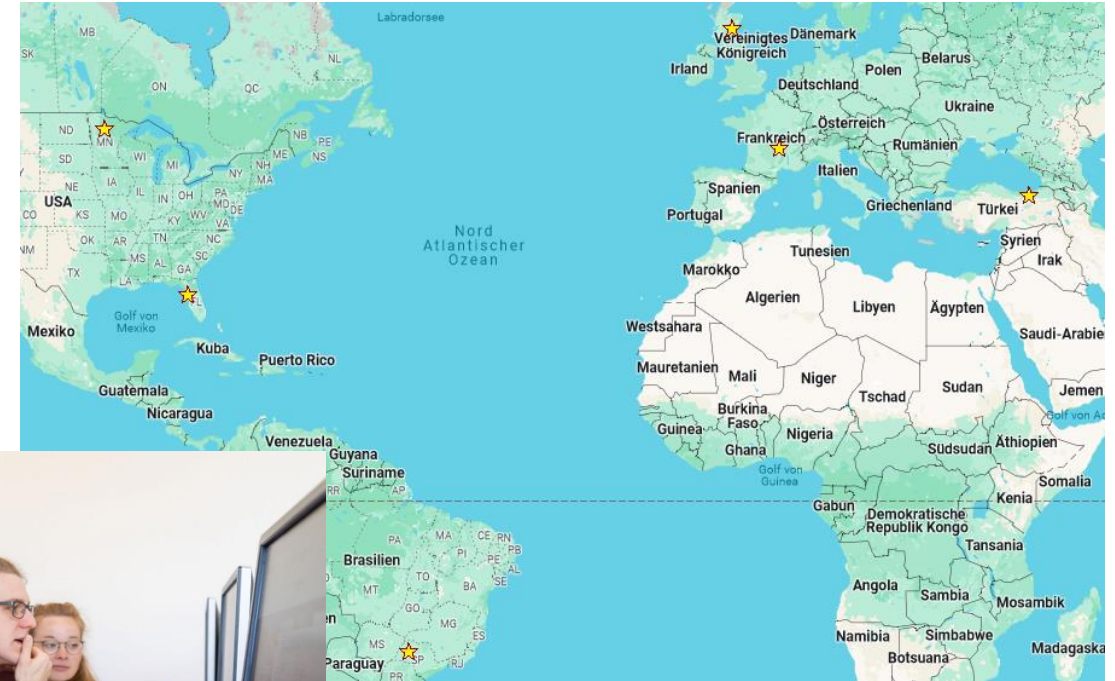
Our collaboration partner locations:

Long collaboration (project data collection)

- Trabzon, Türkiye
- Gainesville, Florida (USA)
- Presidente Prudente, Brazil

Short collaboration (critical friends)

- Glasgow, Scotland (UK)
- Minneapolis, Minnesota (USA)
- Paris, France



CHALLENGES

We can help!

Timing

- Time zones
- National/Regional holidays
- Semester schedule

Planning

- Finding common goals
- Agreeing on syllabus
- Communicating differences clearly

Infrastructure

- Permissible common platforms
- Availability and stability of technology

STUDENT EXPERIENCES

High motivation: Virtual exchange element is the primary driver for enrollment.

Positive learning outcomes: Students put course content into practice.

* We enjoy it too.

“At the end of the semester, I am really proud of project results and **how we showed the differences between two cultures in terms of nature and sustainability.**”

“**I feel very proud** to take part in such a beautiful project of my school, to introduce my country's culture to friends from foreign countries, and **to contribute to myself in some areas.**”

“I would **say I learned a lot about working in groups remotely, working together with people from other cultural backgrounds** and also how to **adapt to ever changing settings** of group meetings and **staying flexible** with the way I would like and actually can do my tasks for the group.”



KONTAKT

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