

Time	Keynote room	Room A	Room B	Room C	Room D	Room E	Catering room
9.00–11.00	Panel 5	R session 10: Focus on intercultural awareness; cultural diversity	R session 11; Focus on assessment	PR session 11: Focus on digital literacies, multiliteracies. 21st c. skill	PR session 12: Focus on task design	PR session 13: Virtual exchanges in business studies	
9.00–9.30	Céline Merheb-Ghanem; Praveen K. Chaudhry, <i>Facing the Challenges of a Virtual Exchange in 'Global Affairs & Human Rights' COIL course</i>	Elzbieta Gajek, <i>Cultural differences reflected in two telecollaborative projects: between Polish and Chinese students and Polish and American students – a comparative analysis</i>	Ahmed A. Al Khateeb, <i>Telecollaborative-oriented EFL classes: Assessing Teachers' Telecollaborative Perspectives and Intercultural Communicative Competence (ICC)</i>	Grażyna Duda, Ildiko Dosa and Iwona Seta-Dąbrowska, <i>Developing Tasks and Resources in a Telecollaborative Project</i>	Bruno Lima, <i>Different ways to design telecollaborative projects</i>	Luana Ferreira Lopes Silva, Maria Jose Bezanilla and Itziar Elexpuru, <i>Towards a Pedagogical Framework for Developing Business Students' Intercultural Competence through Telecollaboration</i>	
9.30–10.00		Eric Hagley and David Campbell, <i>Effect of virtual exchange on EFL students' cultural and inter-cultural understanding</i>	Suzi Cavalari, <i>A discussion on how do teachers assess what foreign language students learn in telecollaboration</i>	Abraham Cerveró Carrascosa and Courtney Green, <i>A role-reversal model of telecollaborative practice: the student-driven and student-managed FloCo (Florida Universitária/Coventry University)</i>	Malin Reljanović Glimång, <i>Single Stories and Intercultural Insights in Telecollaboration</i>	Rachel Lindner and Dónal O'Brien, <i>The Global Virtual Teams Project</i>	
10.00–10.30		Barbara Loranc-Paszyk and Chesla Ann Lenkaitis, <i>Finding a common ground in lingua franca virtual exchanges: Designing tasks to accommodate student diversity</i>	Grace Dolcini, <i>How can we measure progress in pragmatic competence (aka linguistic cultural competence) in the tandem classroom?</i>	Patrice Prusko and Lorette Calix, <i>Creating accessible international experiences</i>	Mary Risner, <i>Implementing Telecollaboration in a Research 1 University in the U.S.: A Case Study</i>	Małgorzata Marchewka and Reeta Raina, <i>FORE - UEK Telecollaboration 2017</i>	
10.30–11.00		Joanna Pflingsthor, Anna Czura, Christian Kramer, and Martin Štefl, <i>Cultural diversity and the formation of professional identity: exploring the potential of telecollaboration in foreign language education</i>	Elke Nissen and Sarah Guth, <i>Assessment within Virtual Exchange: a driving factor for student participation and engagement</i>		Teodora Wiesenmayer and Erika Huszár, <i>Learning outcomes of telecollaboration projects with a special focus on language level</i>	Martin Štefl, <i>Virtual Exchange across Disciplines: Telecollaboration, Content & Language Learning, and the Question of Asymmetrical Task Design</i>	
11.00–11.30							COFFEE BREAK
11.30–12.30	Keynote lecture (4): Steve Thorne, <i>From culture to 'culturung' in online intercultural exchange</i>						
12.30–13.30							LUNCH
13.30–15.30	Panel 6	R session 12: Focus on course designs: MOOCs; gamification	R session 13; Focus on task design; task engagement // VE in translation studies	R session 14: Focus on global citizenship	PR session 14: Focus on group dynamics; learning communities		
13.30–14.00	Jean-François Vuylsteke, <i>Different approaches to telecollaboration - the fruit of 4 different experiences; a roundtable discussion</i>	Marina Orsini-Jones and Abraham Cerveró Carrascosa, <i>BMELETET: Blending MOOCs for English Language Teacher Education with Telecollaboration</i>	Linda Gijzen, <i>Task engagement in online intercultural exchanges in English as pedagogical lingua franca: insights from a case study with Dutch-German secondary school student</i>	Giovanna Carloni, Annamaria Pagliaro and Brian Zuccal, <i>Fostering Transnational Citizenship and Intercultural Awareness through Videoconferencing-mediated, Blended (Italian) Language Instruction: Notes on an Australian-Italian Collaborative Project</i>	Hisae Matsu, Thom W. Rawson, Brendan Van Deusen and John Patrick Owatari-Dorgan, <i>With Skype or without Skype?: Effects of Multimodal Collaboration in a Telecollaborative Project</i>		
14.00–14.30		Naomi Wahls, <i>Intercultural competency through VIEs, Massive Open Online Courses (MOOCs), and Open Educational Practices (OEP) in Uzbekistan</i>	Ana Oskoz, <i>Developing a community of inquiry in telecollaborative encounter</i>	Daniela Coelho, Angélica Galante and Ana Luisa Pires, <i>Intercultural dialogues for global citizenship through student international telecollaboration in language education</i>	Philomena Meechan, Alexander Dmitrievich Knysh, Anna Igorevna Matochkina, Daria Vladimirovna Ulanova and Todd Lindborg Austin, <i>When Two Worldviews Meet: Promoting Mutual Understanding between "Secular" and Religious students of Islamic Studies in Russia and the United States</i>		
14.30–15.00		Anestis Fotiadis and Kafeza Eleanna, <i>A conceptual approach to an events management training simulation, an educational enhancement tool for students</i>	Mariusz Marczak, <i>Dropping the Invisibility Cloak: From Presuppositions to Evidenced Learning Outcomes in Telecollaborative (Translation) Projects</i>	Ana Kanareva-Dimitrovska, <i>Intercultural communicative competence for global citizenship through telecollaboration</i>	Sandra Royer and Patricia Couturas, <i>Franco-British Press Review Telecollaboration</i>		
15.00–15.30		Marta Giralt and Liam Murray, <i>Gamifying Intercultural Telecollaboration Tasks for pre-mobility students</i>	Rachida Sadouni, <i>TAPP & PTAM: Two international university collaborations in the scope of interculturality</i>	Anna Nicolaou and Ana Sevilla-Pavón, <i>Saying 'YES' to telecollaborative community engagement: CUT-UV 'Youth Entrepreneurship for Society'</i>			
15.45-16.15	Closing ceremony						