Telecollaboration and virtual exchange across disciplines: in service of social inclusion and global citizenship

Book of Abstracts

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KEYNOTE SPEAKERS

Maha Bali
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Associate Professor of Practice at the Center for Learning and Teaching at the American University in Cairo. She is an open and connected educator, with research and teaching interests in open education, critical digital pedagogy and intercultural learning. She is the co-founder of Virtually Connecting, and an editor at the journal Hybrid Pedagogy. She is a Prof Hacker and DML Central blogger. She also has her own blog http://blog.mahabali.me and Tweets at @bali_maha

Flipping the script on intercultural learning ... and other stories

We go through intercultural learning experiences, face-to-face or online, with expectations of what might work best, how it might work, and how best to respond if it doesn't work out. In the past couple of years, however, I've had many of my assumptions about intercultural learning (the process of learning about the other and learning about oneself in the process) turned upside down. In this keynote, I will share some of my own personal experiences with virtual and in-person intercultural interaction, as well as those of my students and others. I'll also invite the audience to share their own stories, should they have them.

Francesca Helm
Department of Politics, Law and International Studies at the University of Padova, Italy

a researcher at the Department of Politics, Law and International Studies at the University of Padova, Italy. She has engaged in different types of virtual exchange programmes such as the Soliya Connect Program and Sharing Perspectives in various guises – as researcher, practitioner and also advocate

The long and winding road

The field of virtual exchange has made some important developments in terms of policy in the last few years and exciting times lie ahead. The European Commission has believed in the potential of our field to contribute to their agenda for youth and has invested, both politically and economically, in a pilot project for 2018, which aims to engage 8000 young people in Europe and southern Mediterranean countries in an Erasmus+ Virtual Exchange. Amongst the specific objectives of the pilot are encouraging intercultural dialogue and increasing tolerance, enhancing critical thinking and media literacy, and fostering soft skills development amongst young people.

In this talk I will wander down the long and winding road that has led to the recognition of virtual exchange and will discuss some important milestones on this journey as well as the many challenges we have faced. As we look ahead to the future of virtual exchange in increasingly complex, diverse contexts I will also explore some of the critical issues in our field, including our lack of attention to the social and political dimensions that feed into and also emerge from our practices and beliefs.

Barbara Lewandowska-Tomaszczyk
State University of Applied Sciences in Konin, Poland

a professor of linguistics working at Department of English Language and Applied Linguistics, University of Lodz, Poland. Her research interests are cognitive linguistics and corpus analysis and their applications in translation studies and computer-mediated communication

University student identity, peer collaboration and self-authorship in FL education

The focus of the presentation is a study of the dynamics of university student identity on the one hand and their self-authorship and criticality development on the other. The analysis is conducted with reference to groups of English philology students at two Polish universities during a period of their direct international collaborative tasks carried out via CMC with students of US universities in the years 2015-2017. The first part of the presentation is a discussion of the concepts of student identity and the sense of criticality and self-authorship as the basic notions of the students' personality development, followed by a description of the details of the international peer collaboration. The second part presents research methods (post-task surveys, interviews, questionnaires, open discussions and debates) applied to identify the students' personal, intercultural, linguistic and translational development throughout the cooperation. As a point of reference aspects of the students' other international contacts are also commented on, during their individual study periods, and/or their CMC contacts, with their peers from international universities by direct immersion during these periods (i.a., Erasmus programme). Bionotes, questionnaires and personal reflections of a few postgraduates, with full cycles of their study abroad periods are also presented and considered as the *tertia comparationis* in the discussion.

Steve Thorne

Department of World Languages and Literatures Portland State University & Department of Applied Linguistics, University of Groningen, The Netherlands

a professor of Second Language Acquisition, based at the Department of World Languages and Literatures at Portland State University (USA), and secondarily, in the Department of Applied Linguistics at the University of Groningen (the Netherlands). His research utilizes cultural-historical, usage-based, distributed and critical approaches to language development, often with a focus on human interactivity in technology-culture contexts

From culture to 'culturing' in online intercultural exchange

In digital as well as physically co-present contexts, the capacity to successfully and respectfully communicate and collaborate across cultural and linguistic borders is widely recognized as a necessary 21st century skill. Focusing particularly on technology-mediated interaction, this presentation traces a 25-year arc of scholarly inquiry and pedagogical innovation in the area of Online Intercultural Exchange (OIE). I describe select projects that illustrate the value of OIE for increasing attention to language form, making visible aspects of grammar for meaning making, and the value of understanding language as primarily a semiotic resource for the development and maintenance of relationships of significance. I will also discuss the importance of the cultures-of-use of digital technologies (Thorne, 2003, 2016) and will provide pedagogical suggestions relating to language learning and intercultural communication 'in the wild' (Thorne, 2010). Throughout, emphasis is placed on the complex relationships linking methodology to findings (research) and theory to practice (pedagogy).

CONFERENCE PAPERS

Author: Yuka Akiyama

Institution: Georgetown University / Oxford Brookes University, UK

Type: Research paper

"Coming out" in Online Social Interactions: The Impact of Critical Incident on One Japanese-American eTandem Dyad's Interactional Trajectory

Drawing on insights from theories of second language acquisition (SLA), interactional sociolinguistics, and multimodal discourse analysis, this study examined the interactional trajectory of one dyad who engaged in nine weekly interactions via Google Hangouts. I focus on analyzing how the critical incident of "coming out" impacted their interaction in and outside the Google Hangouts environment. Specifically, I demonstrate how the critical incident made them take a balanced approach to language and cultural learning, led them to equally investing in the project (Norton Peirce, 1995), and helped them establish comity (Aston, 1993) and a community of practice (Wenger, 1998). The study also examined the interaction that took place beyond the designated modality such as the dyad's interaction via Facebook Messenger. I conclude that cross-modal intertextual links, namely interaction across different modalities that created intertextual links, afforded a "safe space" where they could share their bilingual speaker identity and free themselves from the native vs. non-native speaker dichotomy.

Author: Juan Albá Duran
Institution: University of Groningen, Netherlands
Author: Gerdientje Oggel
Institution: University of Groningen, Netherlands
Type: Practice report

Fostering reciprocity: Linking BA students of Journalism (Chile) and Spanish Literature (The Netherlands)

One of the biggest challenges that a telecollaboration project encounters in the set-up phase is the need to look for reciprocity (Little & Brammerts, 1996) between the two groups of learners participating. The more distant the groups are in terms of learning objectives, level of competencies to be developed and subject matter, the more difficult it will be to find a common ground to make them work together by means of meaningful tasks (Bueno-Alastuey & Kleban, 2016; Loranc-Paszylk, B., 2016). This presentation will show how we addressed these issues within the cross-disciplinary telecollaboration exchange UFRUG-ENVOIE, building on the findings of our previous experience RUG-UB. In the present project, Spanish (as L1 and FL) is used as language of communication for academic purposes between a group of students at the University of Groningen (The Netherlands) enrolled in a course on Hispanic Literature and a group of students at the University of La Frontera (Chile) enrolled in a course on Journalism. One of the key elements for bridging such different groups was to find points in common between competences to be developed and learning goals to be achieved by both groups of students, together with further measures to enable communication and collaboration.

Author: Solange Aranha
Institution: UNESP- Sao Paolo State University, Brazil
Author: Laura Rampazzo
Institution: UNESP- Sao Paolo State University, Brazil
Type: Research paper

Teletandem initial oral session as a genre: a study of its rhetorical structure

The development of information and communications technology (ICT) had enabled the use of digital technology in formal and informal contexts of language learning. It has also facilitated the promotion of telecollaboration (O'Dowd, 2013). An example of a telecollaborative project is Teletandem, a virtual learning environment in which speakers of different languages meet regularly via synchronous communication tools to help in learning the language of one another (TELLES, 2006; VASSALLO; TELLES, 2006). This paper addresses the modality of institutional integrated teletandem (iiTTD) (ARANHA; CAVALARI, 2014), which has its activities incorporated into foreign language courses in the two universities of a partnership. The investigation focuses on the first 15 minutes of ten initial teletandem oral sessions (iTOS), i.e., the first virtual meeting via Skype and one of the genres in the system of genres of iiTTD, according to Aranha (2014). The iTOS were held from 2011 to 2014 and were available in mp4 format in the database described in Aranha, Luvizari-Murad and Moreno (2015). Our results show evidence of rhetorical standardization, leading us to believe in a prototypical rhetorical structure for the sessions of each year and are likely to be dependent upon different learning scenarios (FOUCHER, 2010; ARANHA; LEONE, 2016).

Author: Solange Aranha
Institution: UNESP
Author: Ciara R. Wigham
Institution: Université Clermont Auvergne
Type: Research paper

Virtual exchanges as complex research environments: facing the data management challenge

Data plays a central role within any telecollaborative research project and whilst the data lifecycle has traditionally emphasized data collection, analysis and publication of results, the new data lifecycle focuses on data sharing, preservation, and reuse (DDI Alliance, 2013; Briney, 2015). Telecollaboration exchanges are complex research environments: researchers involved are frequently from different institutions, conduct research from distant locations and may have different research approaches and cultures. Data management planning, thus, becomes an integral part of research. This paper will report on two phases of the Multimodal Teletandem Corpus project (Lopes, 2016; Aranha & Leone, 2016; 2017) that structured 655 hours of video data from Portuguese-English teletandem sessions, 477 chat logs, 1444 texts exchanged between the partners (original, revised and corrected versions), 180 questionnaires, and 1567 learning diaries. We will describe the data management problems faced that included the organization of data collected by each partner, ethical consent, management of a large quantity of data, data analysis from different perspectives. We will then outline data management planning steps that, consequently, are being introduced for future telecollaboration instantiations. This reflection should prove useful for practitioners/early career researchers who are setting up their own research protocols for telecollaboration projects, particularly in non-Western contexts.

Author: Florence Le Baron-Earle
Institution: University of Limerick, Ireland
Author: Marie Thérèse Batardière
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Type: Practice report

Ready, mobility, go! : A series of cross-disciplinary telecollaborative projects promoting intercultural awareness among European university students

At a time when a number of language practitioners debate the value and limitations of student pre-mobility support (Penman, 2015), telecollaboration can be seen as "an excellent form of preparation for subsequent mobility as it allows students to engage in virtual interaction with partners in their future destination and raise intercultural awareness of daily life and educational systems in the target culture" (Kinginger, 2009: 221). With this in mind, a series of online exchange projects were designed to equip university students interculturally and for some students also linguistically before embarking on their mobility period. The paper outlines the varied tasks and activity guidelines and details the rationale behind the selected digital tools. It also focuses on the asymmetrical nature of learning contexts (e.g. language proficiency; student number; course of study; university calendar) and the associated challenges. Based on participants' reflective portfolios, feedback surveys, and on teacher observations, the study presents the successful outcomes of the Ready, mobility, go! projects. Findings show that the asymmetrical learning set-ups could be reconciled and thus provided a rewarding learning experience for all involved in these multifaceted online initiatives.

Author: Elizabeth Benjamin
Institution: Coventry University, UK
Author: Régine Barbier
Institution: Université de Haute-Alsace, UK
Type: Practice report

From Virtual Exchange to Face-to-Face Meeting: Intercultural and Language Learning Outcomes of Telecollaboration

From Virtual Exchange to Face-to-Face Meeting: Intercultural and Language Learning Outcomes of Telecollaboration CoCo (Coventry-Colmar) is an Online International Learning exchange project involving students of French and International Relations at Coventry University and Networks and Telecommunications Engineering students at the Université de Haute-Alsace (UHA) in Colmar, France, which has been running since 2014. The project, based on a telecollaboration project already existing in Coventry, was set up by teachers in both institutions after making initial contact through the UNICollaboration platform, and then meeting at the Telecollaboration in University Foreign Language Education conference in León in 2014. The project was presented at the Dublin Conference in 2015. CoCo allows for language and intercultural exchange between paired groups of UHA and CU students -who complete a series of culture-based tasks- in addition to the opportunity to develop the competencies relating to intercultural awareness and 'global citizenship' that are valued by today's graduate employers. This presentation will discuss the development of the CoCo exchange over the four years it has existed, and the outcomes of combining telecollaboration with physical mobility. The paper will consider the obvious, as well as more subtle, benefits of the exchange project, as well as its drawbacks and areas for improvement, to analyse the evolution of students' approaches and their digital literacy.

Author: Agnieszka Borowiak
Institution: I Liceum Ogólnokształcące im. Tadeusza Kościuszki w Koninie
Type: Practice report

The application of telecollaboration in a Content and Language Integrated Learning setting

Nowadays more and more language teachers and language teacher trainers opt to use sophisticated forms of online communication technologies during regular classes. Therefore, this paper aims to discuss the reasons for combining telecollaboration with Content and Language Integrated Learning. In order to understand the link which can be made between those two notions, some brief definitions of telecollaboration and CLIL will be provided in the first place. Later, the focus will be shifted onto the presentation of arguments for introducing telecollaboration in a CLIL setting in schools and at universities as a part of regular curriculum. This discussion will end with a presentation of the rationale for telecollaboration in a CLIL teacher education. In the final part of this article, findings of selected learner-centered studies will be presented. Since a part of this paper focuses on the discussion of the reasons for introducing telecollaboration at the tertiary level in terms of a CLIL teacher education, some space will be devoted to the description of a pilot study on the use of telecollaboration developing Technological Pedagogical Content Knowledge through the joint analysis of CLIL units. Concluding remarks will contain some practical considerations connected with the current trends in education.

Author: Daniela Caluianu
Institution: Otaru University of Commerce, Japan
Type: Practice report

When more is less: unexpected challenges and benefits of telecollaboration

The goal of this presentation is to share the experience gained through a telecollaboration project launched in 2014 between a university in Japan and a university in Romania. The telecollaboration was integrated into the curriculum of an English Academic Writing class and consisted of a series of synchronous and asynchronous exchanges using English as Lingua Franca. The talk will address the following questions: a. What type of students benefit most from such an exchange? The project aimed to increase students' self-awareness and cultural sensitivity. Over the years, it became apparent that not all students benefit equally from this type of exchange. b. What is the role of the university? The project received some support from the organizer's institution. Although this was generally helpful, it was also responsible for some difficulties. c. Is telecollaboration worth the effort? It is widely recognized among practitioners that organizing telecollaboration is time-consuming. In spite of this, both students and educators involved view it as a worthwhile effort. There are generally acknowledged benefits for the students. The talk will focus on some of the benefits for the teacher.

Author: Marco Cappellini
Institution: Laboratoire Parole & Langage, Aix-Marseille Université, France
Author: Yuka Akiyama
Institution: Georgetown University / Oxford Brookes University
Author: Avelino Corral Esteban
Institution: Universidad Autónoma de Madrid
Author: Yasmin El Hariri
Institution: University of Vienna
Author: Tim Lewis
Institution: Open University
Author: Margarita Vinagre
Institution: Universidad Autónoma de Madrid
Author: Katja Zaki
Institution: University of Education Freiburg
Type: Panel

ETandem, between the language and the social

ETandem is a well-established model in telecollaboration (O'Rourke, 2007). As such, it has been adapted to a large number of CMC technologies and has given rise to a vast literature, which continues to expand (see the recent handbook by Funk, Gerlach and Spaniel-Weise, 2017). Research on eTandem, sometimes called teletandem (Telles, 2009), has dealt mainly with three areas: language learning, intercultural learning and learner autonomy. Moreover, in our view eTandem interactions are at the crossroads between a language dimension and a social dimension. Our panel aims at exploring, with a succession of papers, the interplay between these two dimensions.

Tim Lewis

Open University

Corrective feedback, second language socialization and acculturation in eTandem learning

One of the key features of tandem learning is that partners are expected to correct each other's linguistic output where appropriate. It was long supposed that the purpose of such correction was to rectify morphosyntactic errors and offer metalinguistic feedback to learners, thus supporting their L2 grammatical development. However, over the years evidence has accumulated that such feedback is primarily lexical in nature, focuses on intended meanings

and consists largely of reformulations of learners' utterances which make them socially acceptable to their L2 interlocutors. In other words, it seems likely that rather that helping learners to develop grammatical accuracy, the primary role of corrective feedback is to extend their lexical (and pragmatic) repertoire, while socializing them into the target language culture.

Margarita Vinagre and Avelino Corral Esteban

Universidad Autónoma de Madrid

A linguistic analysis of virtual interaction: Attitudinal language in intercultural exchanges

Considerable research has been conducted in the last twenty years into the use of eTandem or Teletandem exchanges to encourage collaboration among partners from different cultures and in distant locations with the aim of developing both foreign language skills and intercultural competence. However, linguistic analyses of how participants interact to ensure that the partnership remains effective are still scarce. In order to address this gap in the literature, the main purpose of this paper is to present the results from a study in which the attitudinal lexico-grammatical tokens used by forty participants in an American-Spanish exchange were analysed.

Marco Cappellini

Laboratoire Parole & Langage, Aix-Marseille Université

A proposal to study the links between the sociocultural and the linguistic dimensions of eTandem interactions

This paper proposer to develop a methodological framework to empirically study the link between the sociocultural dimension and the linguistic dimension of interaction in eTandem through desktop videoconference. For the sociocultural dimension, we propose to study, with discourse analysis tools, which roles the learners take during the interactions. For the linguistic dimension, we propose to focus mainly on different types of conversational side sequences identified in the francophone interactionist literature. After illustrating the methodological framework, we show the results it produced on a French-Chinese corpus of 20 hours of interaction from 4 eTandem pairs.

Yuka Akiyama

Georgetown University / Oxford Brookes University

What does "reciprocity" mean for the development of social interaction in eTandem?

While successful implementation of eTandem is thought to rely on the "reciprocity" principle, the construct has not been operationalized beyond the traditional sense of "equal time, effort, and interest." Informed by SLA, interactional sociolinguistics, and multimodal discourse analysis, this study examined the video-mediated interaction of three focal dyads who exhibited contrasting interactional behaviors, to uncover (1) what is reciprocity, (2) what factors mediate the enactment of reciprocity, and (3) what dimension of reciprocity changes. Based on the findings, I discuss what various operationalizations of reciprocity reveal about participants' social interactions, suggest pedagogical implications, and conclude with suggestions for future research.

Yasmin El Hariri

University of Vienna

Learner perspectives on eTandem Language Learning

In my contribution to this panel I will discuss learner perspectives on eTandem language learning. Drawing on outcomes of three eTandem projects, different aspects of eTandem are explored from the learners' points of view. These include attitudes and expectations towards and experiences with this approach to language learning. Within their experiences, the issues of task design and language anxiety will be elaborated in a more detailed way by investigating how, according to the learners, tasks for learning in eTandem should be designed, and in what way eTandem contributes to reducing their fear of learning and using a new language.

Katja Zaki

University of Education Freiburg

***Regards croisés*… and reflective professionalization? – The potential of tasked-based, content-oriented e-tandems in foreign language teacher education.**

With the aim of creating coherent, competence-oriented teaching education arrangements (Hammerness, 2006; Canrinus, 2015) – in which students take on different roles and develop their own intercultural communicative competence (Byram & Zarate, 1997; Reimann, 2015) as well as their professional competences (vgl. Shulman, 1980, Baumert & Kunter, 2006, König, 2014) – we started a Design Based Research Project on transnational, multilingual e-tandems (telecollaborations) in foreign language teacher education. In this context, task-supported formats of language learning and teaching (Hallet, 2010; Ellis, 2013) were combined with innovative potentials of Web 3.0-environments (Becker et al., 2016; González-Lloret & Ortega, 2016), in order to create task-based, content integrated "e-tandems" (telecollaboration projects) for teacher education programmes. – The linguistic, intercultural and professionalizing potential of the approach shall be discussed in this panel.

Author: Giovanna Carloni,
Institution: Urbino University, Urbino, Italy
Author: Annamaria Pagliaro
Institution: Monash University, Melbourne, Australia
Author: Brian Zuccala
Institution: Monash University, Melbourne, Australia
Type: Research paper

Fostering transnational citizenship and intercultural awareness through videoconferencing-mediated, blended (Italian) language instruction: Notes on an Australian-Italian collaborative project.

From recent scholarly and pedagogical trends it has emerged that 21st century foreign language and culture instruction can hardly be carried out effectively without adopting a transnational and transcultural approach allowing for a richer and broader understanding of the nuanced contemporary nature of most languages and cultures and of the transnational patterns along which languages and cultures intertwine. This approach cannot be separated from the increasingly pervasive use of technology in tertiary level education. This paper illustrates how Italian Studies at Monash, in collaboration with the University of Urbino, has successfully managed to combine a transnational and transcultural approach to language acquisition with technology-enhanced language instruction so as to develop an online learning environment fostering Italian language and culture development as well as intercultural awareness. This collaboration is based on the creation of a blended, Skype-mediated course in which the Australian student enters a digitally-enabled Italian space, where transnational processes take place in a personalized learning environment, and interacts in Italian with instructors, based in Italy, through desktop videoconferencing. Online transcultural encounters enable students to analyse Italian culture-specific practices while also developing their interactional skills in the target language by entering new geographical, social, linguistic, and mental territories.

Author: Suzi Cavalari

Institution: Universidade Estadual Paulista (UNESP), Brazil

Type: Research paper

A discussion on how teachers assess what foreign language students learn in telecollaboration

Institutional integrated teletandem (iiTTD) is a model of telecollaboration defined by Aranha and Cavalari (2014) as a series of teletandem oral sessions that are integrated into the syllabus so that telecollaboration can both feed and be fed by regular foreign language lessons. The authors propose that one of the key procedures for teletandem integration into the curriculum is how teachers assess iiTTD related tasks. This paper aims at presenting and discussing the assessment practice of a Brazilian teacher who integrated teletandem into her EFL regular lessons within a teacher education program. Taking into consideration the autonomous and collaborative nature of learning, and the different agents involved (the learner, the telecollaboration partner, and the teacher) in iiTTD, the focus is on what is assessed by the teacher, by means of which tasks and for which purpose (formative and/or summative). The study, of a qualitative interpretative nature, uses data collected by means of the tasks that 13 Brazilian learners carried out within iiTTD in 2017 and observation of the assessment carried out by their teacher. Preliminary analysis shows that the teacher uses iiTTD related tasks mainly to offer formative evaluation, which involves both self and peer assessment.

Author: Daniela Coelho
Institution: Tampere University of Technology, Finland
Author: Angélica Galante
Institution: OISE - University of Toronto, Canada
Author: Ana Luísa Pires
Institution: CiTUR - Instituto Politécnico de Leiria, Portugal
Type: Research paper

Intercultural dialogues for global citizenship through student international telecollaboration in language education

The importance of the development of intercultural communication competence in education is indisputable as it is a crucial 21st Century skill that prepares students for an informed global citizenship in a multilingual and multicultural world (Council of Europe, 2001; ACTFL, 2006; UNESCO, 2009). Adopting intercultural approaches in language classrooms can motivate students to observe cultural phenomena, genuinely interact with students with different cultural backgrounds as well as reflect on their experiences as intercultural citizens. Drawing from FREPA (The Framework of Reference for Pluralistic Approaches), a framework that promotes reflection on intercultural encounters, and adopting a telecollaborative approach as a method that encourages intercultural exchange via Internet-based tools (Guth & Helm, 2010), we implemented a project with English learners in higher education contexts in Canada, Portugal, and United Arab Emirates. Over 40 learners participated in the project by interacting with each other, exchanging aspects of their culture and exploring other cultures. We used Edmodo as the exchange platform and applied a questionnaire to stimulate reflections on the intercultural dialogues that took place. Our session will explore the preliminary results of this project and provide language teachers with the steps to implement similar international telecollaborative projects with their own classes.

Author: Alastair Creelman
Institution: Linnaeus University, Sweden
Type: Practice report

Mainstreaming virtual mobility – helping teachers to get on board

Despite many innovative initiatives, virtual mobility is still a relatively unexploited aspect of internationalisation at European universities. An internal project at Linnaeus university, Global Classroom, has aimed to create a framework and organisation to establish international networking and online collaboration as key elements of all degree programmes. The project aimed to promote the concept of virtual mobility and inspire faculty to adopt it in their programmes. A self-evaluation tool was developed for use in workshops with degree programme coordinators. This tool helps them assess their programme's present status of internationalisation and highlight potential development areas. Each programme team can then, in consultation with the project team, devise and implement an action plan in order to achieve these objectives. The project also developed a toolbox for digital collaboration and worked with other institutions to offer an online collaborative course for teachers in the art of online collaboration. Another important issue was to create incentives for teachers to work with virtual mobility, including the use of digital badges. This session aims to discuss how virtual mobility can be mainstreamed and what types of incentives are needed as a catalyst for development.

Author: Nuriya Davitova
Institution: Kazan Federal University, Russian Federation
Author: Melinda Dooly
Institution: Universitat Autònoma de Barcelona
Type: Research paper

"My Instagram profile is… Cómo se dice deletrear en inglés?" Analyzing a multilingual, multimodal Skype chat in a telecollaborative exchange

Over the last decades education and technologies have been going hand in hand. However, there is an increasing recognition that there is a need for more teacher know-how regarding the efficient use of technologies and for more extensive research to support technology-enhancing language teaching practices, including the area of telecollaboration. The present study aims to take a close look at a multilingual telecollaborative project that took place between two schools in Spain and Sweden; students worked together on the topic of Syrian refugees as part of a wider, trans-discipline approach to global citizenship. This paper will present findings from an analysis of multimodal and multilingual data compiled from a Skype video-call, employing a multimodal approach. The analysis focuses on the variety of resources (linguistic, technological) the students use to achieve mutual understanding and overcome communication difficulties during their videoconference. Although limited to one case study, the detailed description of the students' use of multiple resources and strategies can provide other teachers insight into the ways telecollaborative practice can be used to support the development of communicative competences, intercultural understanding and digital literacies in blended learning environments.

Author: Alejandra Deij
Institution: Universidad de Concepción, Chile
Type: Practice report

Developing global citizens through telecollaboration: The Chilean way

Searching for innovation in our teaching of Communicative English at the University of Concepción, Chile, we created a B-learning course 14 years ago but in spite of their regular classes with native speakers our students have expressed they feel the need of more practice to improve their oral performance with native speakers of English of different accents. In order to provide new opportunities for English speaking practice in a real environment, we have created and taken part in Telecollaborative Projects between our university and universities in USA, Canada and Australia for the past nine years. Today, I can proudly say that our students and their partners not only have participated speaking actively throughout the sessions carrying out the linguistic tasks we have designed, but also have benefitted from the experience in many other ways such as learning about the cultural aspects of the spoken language, sharing experiences about facing changes in our societies, the way they interact with people in their community and also reflecting about their own way to see foreigners. I'd like to share these experiences in Telecollaboration with you by showing the evolution of the models used in many Telecollaborative Projects, the findings we have reached through the years, the solutions to the situations we have faced in the interaction with our partners from different parts of the world, the challenges we have identified and the goals we have set for future projects.

Author: Grace Dolcini
Institution: University of Bielefeld, Germany
Type: Research paper

How can we measure progress in pragmatic competence (aka linguistic cultural competence) in the tandem classroom?

The ability to engage in a multicultural society seems more important now than ever before. Workplaces, schools and neighborhoods in the USA and Europe have become intercultural magnets attracting people from all corners of the earth. It is imperative then, that students are prepared to interact appropriately and confidently in many different contexts. Allowing students to practice the target language with native or near native speakers in another country gives them the opportunity to practice their language skills as well as the pragmatics of the target language.   However, the question of assessment of linguistic cultural competence is often difficult to answer in the digital tandem classroom. Although many of the traditional tools of testing look at qualitative aspects of the target language learned, they often focus more on grammatical structures or vocabulary outside of any cultural context. Using a German-English tandem course as a case-study, this paper will investigate two questions associated with the use of both qualitative and/or mixed methodology approaches: (1) How can the pragmatic competency in conjunction with linguistic competency of students be assessed? (2) How might this affect the course design?

Author: Lizeth Donoso Herrera
Institution: Université Laval, Canada
Author: Sabrina Priego
Institution: Université Laval, Canada
Type: Research paper

Telecollaboration and the development of teacher's metalinguistic awareness. A project between native speakers and non-native speakers

Recent studies on language teacher cognition claim the importance for pre- and in-service teachers to develop their metalinguistic awareness (Borg, 2003; Jourdenais, 2007; Andrews, 1999, 2007). In addition, the literature on computer assisted language learning has shown that technology provides unique opportunities for the development of metalinguistic awareness among pre-service and in-service language teachers (Andrews, 2007a; Dooly, 2007; Mok, 2013) and for collaboration (Arnold & Ducate, 2015; Guth & Helm, 2010; Hubbard, 2008). However, to our knowledge, none of these studies have analyzed the potential of telecollaboration in developing metalinguistic awareness among pre-service teachers of French as a second or foreign language (FL2) through telecollaboration. Consequently, the project reported in this paper, gathered a group of pre-service teachers of French as a second language in Quebec (native speakers) and a group of pre-service teachers of French as a foreign language in Colombia (non-native speakers) who engaged in a six week telecollaboration project. We formed ten groups who collaborated through Google docs and Wiggio. In this presentation we analyze three groups under the light of the Activity theory framework. The aim of this telecollaboration project was to develop participants' teacher metalinguistic awareness through discussion about error detection, analysis and correction.

Author: Grażyna Duda
Institution: Silesian University of Technology, Poland
Author: Ildiko Dosa
Institution: Budapest Business School
Author: Iwona Seta-Dąbrowska
Institution: Silesian University of Technology, Poland
Type: Practice report

Developing tasks and resources in a telecollaborative project

In our report we will present a telecollaborative project carried out by the students of Informatics of the Silesian University of Technology in Poland and the students of Finance and Accountancy of the Budapest Business School in Hungary. The aim of the project was to prepare the students for using the skills they should master to succeed in bringing their creative ideas and knowledge to life. The students worked in four international teams getting to know each other and collaborating on common tasks which required both IT and business skills. Each team had to design a product that would be useful, such as location based applications to find interesting places to eat out or spend time in the city. One group has designed an easy e-learning platform. The project was devised to last for six weeks during which the students had to solve problems creatively, communicate in many media and take initiative when necessary. In our report we will describe the stages of the project, such as drawing a business plan, conveying a market research survey, collaborating between teams, marketing and giving the final presentations of the products. We will also share our experience connected with planning and developing the project .

Author: Yasmin El-Hariri
Institution: University of Vienna, Austria
Author: Julia Renner
Institution: University of Vienna, Austria
Type: Research paper

Opportunities for individualized learning? The case of multimodal eTandems

Learners differ in various ways, e.g. in their learning habits, interests, motivation, independence and so forth (Tumposky, 1982). In an educational context, individualization refers to consideration of learners differing needs and the efforts to meet those needs. This study adopts a learner perspective and focuses on the question in which ways eTandem language learning offers opportunities for individualized learning. For that matter, over 50 learner diaries of two different multimodal eTandem projects ("eTandem Colombia" and "eTandem Vienna – Kaohsiung") were examined. The collected data was analysed with a deductive-inductive content analysis (Mayring, 2010). The results showed that learners adapt eTandem language learning to their needs in various ways, ranging from differing learning goals, material usage , choice of mode and conversational organisation.

Author: Judi Franz
Institution: University of California, USA
Author: Terry Schmidt
Institution: University of California, USA
Author: Norreen Chau
Institution: University of California, USA
Author: Jonathan Guerrero
Institution: University of California, USA
Type: Practice report

Global Health Live Pacific

Global Health Live Pacific is an innovative graduate course where each week, faculty and graduate students from four universities in three countries meet synchronously via Zoom.
Two guest lecturers each week join the class from Europe, the United States, and Asia. The class meets for 2 hours once per week, on Tuesday morning in Asia and Monday evening in the US. Participating universities are the University of California, Irvine; University of Southern California; National Taiwan University; and the University of Tokyo. Guest lecturers include representatives from the World Health Organization and a range of Non-State Actors, who address legal, ethical, and related issues in Global Health worldwide. The guest lecturers speak to the challenges of negotiating with varied cultures and governments when providing public health services in underdeveloped countries, so intercultural communication is at the heart of the course. Among the course assignments is the creation of a cross-university "Team Video" in conjunction with an NSA. This session will discuss the many levels of intercultural exchange and negotiation among all participants: the faculty who co-teach the course from different continents, the students, and the tech support who coordinate the logistics.

Author: Elżbieta Gajek

Institution: Institute of Applied Linguistics, University of Warsaw, Poland

Type: Research paper

Cultural differences reflected in two telecollaborative projects: between Polish and Chinese students and Polish and American students – a comparative analysis

Cultural differences are well defined and studied. From various taxonomies Hofstede's approach including six dimensions such as power distance, individualism, masculinity, uncertainty avoiding, long term orientation, indulgence, is taken for the present analysis. In the paper the impact of cultural differences on educational exchange at tertiary level is analysed on the example of three countries that is Poland, China the US as Polish students participated in two telecollaborative projects: one with students from Beijing, China and the other with students from Las Vegas, America. The comparative analysis covers the reflection on Hofstede's dimensions related to the students' work and outcomes of the projects. Other culture related factors, which have been identified in the two projects and critical events will also be discussed. The findings demonstrate the impact of the participants' culture on the projects' procedures and outcomes.

Author: Linda Gijsen
Institution: Fontys, Netherlands
Type: Research paper

Task engagement in online intercultural exchanges in English as pedagogical lingua franca: insights from a case study with Dutch-German secondary school students

This is a report on the preliminary findings of a case study that took place in January-March 2018. The participants were 32 learners of English as a pedagogical lingua franca (C1-level), aged 15-17, who joined the TeCoLa project together with their teachers. A task-based approach was used to design collaborative tasks ranging from information-exchange activities to the co-creation of a presentation. A mixed-method approach was used to collect data on how learners engaged with the online intercultural tasks when working together in pairs and small groups over a period of 3 weeks. In the context of task-based language teaching (TBLT), this PhD project explores how foreign language learners engage with tasks during online intercultural exchanges in secondary school teaching. Research focus is on task engagement (TE) as a mediating force between task characteristics and successful learning. In cooperation with the Erasmus+ project TeCoLa (www.tecola.eu), case study pilots are carried out to study behavioural, cognitive and emotional facets of learners' TE, the influence of factors like collaboration, authenticity and autonomy on the nature and strength of TE, and the effect of different types of TE on perceived learning success.

Author: Marta Giralt
Institution: University of Limerick, Ireland
Author: Liam Murray
Institution: University of Limerick, Ireland
Type: Research paper

Gamifying intercultural telecollaboration tasks for pre-mobility students

At a recent TeCoLa project conference, Colpaert (2017) declared: "There is not enough evidence to suggest that technology has a direct effect on learning not even virtual worlds, not even games. My hypothesis is that the added value of technology depends on the design of your learning environment on the one hand and the task design on the other". This presentation represents a position paper in that it wishes to investigate if the supposed benefits of gamification (Kapp et al., 2014) may be effectively employed in engaging students participating in pre-mobility preparation. Such preparation involves carrying out telecollaborative tasks with virtual international partners and peers. Participation is voluntary and one of the biggest challenges in completing the set tasks results from the initial mismatch or 'non-fit' of pair partners. For many students, there is no mismatch; however, a significant number do not maximise the benefits of the preparation and as a result, do not fully gain from the study abroad period. We will present issues and ideas surrounding the possible gamification of task design in order to motivate students, to build an "expectancy-value framework" (Dörnyei, 1998) and to remain engaged until the end of the pre-mobility telecollaborative project.

Author: Bartłomiej Gładysz

Institution: Warsaw University of Technology, Poland

Author: Cecilia Haskins

Institution: Norwegian University of Science and Technology, Norway

Author: Tim Stock

Institution: Technische Universität Berlin, Germany

Author: Marcello Urgo

Institution: Politecnico di Milano, Italy

Author: Elżbieta Jarzębowska

Institution: Warsaw University of Technology, Poland

Type: Practice report

Transnational collaboration for sustainable engineering education

This paper presents the results and lessons learned from two cohorts of a trans-national and project-based teaching activity sponsored under Erasmus Plus, called the European Engineering Team (EET). The EET combines project-based and activity-based learning pedagogical approaches with new product development aimed at innovative and sustainable solutions to a relevant global problem. Students received initial requirements: that the project should be oriented toward sustainable development, and should include new product development, engineering, marketing, and start-up business modelling activities. Lessons learned from the first cohort were applied in the second cohort. Students' capability for providing immediate and long-lasting benefit to society, and working collaboratively with individuals of diverse backgrounds and environments, was assessed. Guidelines and best practices for trans-national, problem- and sustainability-oriented engineering teaching projects were discussed. Lessons learned and discussed in this paper will be documented in a set of initial guidelines for successful execution of similar initiatives by other universities.

Authors: Iwona Gniadek
Institution: University of Manitoba, Canada
Author: Anna Bartosik
Institution: University of Manitoba, Canada
Type: Practice report

Blurred lines and "Ma": Reflections on telecollaboration between an instructional designer and a subject matter expert in TESL course development

This practice report explores the telecollaborative relationship between an instructional designer (ID) and subject-matter expert (SME) as they developed online Teaching English as a Second Language (TESL) courses for a Canadian university. Although the traditional roles of ID and SME are well documented in literature, in this case the lines between these two dimensions had the potential to become blurred, as both participants are experienced in each other's disciplines. Through reflection, they discuss the dimensions of the roles they each played in this virtual collaboration. Their dual perspectives of the successful collaboration, the technologies used, and the project's development are examined through the Japanese philosophy of Ma; the "betweenness" or the void between two collaborators. For successful collaboration to occur, an openness to each other's ideas and a change in one's own perspectives is necessary to let light shine through the gap between the two roles. Within this gap, there is no forcing of ideas, but rather a resolve to understand the other's role and perspective. The respect towards the other collaborator is most important when there is a potential for blurred lines between the ID and SME roles, as this respect guards against either developing a controlling role in the project.

Author: Maria Victoria Guadamillas Gómez
Institution: University of Castilla-La Mancha, Spain
Type: Practice report

Self-assessment and soft skills development through telecollaboration. A description of a teaching experience in higher education

Recent research has highlighted the importance of developing soft skills in a global job market which is currently undergoing profound changes (Chinque, 2016). Several reports by the European Union have also sought to introduce methodologies aimed at integrating soft skills within the learning and teaching processes (Davies, Fidler and Gorbis, 2011). In the same vein, O'Dowd and Lewis (2016) note the potential of online intercultural exchanges in the development of students' foreign language and intercultural communication skills. This study describes a telecollaboration experience between two classes of university students: English students learning Spanish, and Spanish students learning English. A total of thirty-two participants exchanged and shared views on six topics over a three-month period by using online tools ICT. It then explores the results of the self-assessment process through which students evaluate the cross-cultural and telecollaboration skills gained during this experience of using a foreign language to communicate.

Author: Gabriel Guillén
Institution: Middlebury Institute of International Studies, USA
Author: Thor Sawin
Institution: Middlebury Institute of International Studies, USA
Type: practice report

A telecollaboration model for reaching the long tail of languages

Many learners at our graduate institution desire proficiency in languages not commonly offered in our curriculum (i.e. Kinyarwanda, Quechua, Hasaniyya, Oromo, Danish, and Romanian), representing increasing demand for Less Commonly Taught Languages (LCTL). Our proposal adapts the curriculum we developed for a face-to-face intercultural exchange project in the Monterey county (Authors, 2017) to a LCTL telecollaboration program, maximizing affordances of existing Language Learning Social Networks (LLSNs). LCTL learners will be trained on the principles of tandem learning (autonomy and reciprocity) and how to find speakers of their target language on LLSNs. Concurrently, facilitators will prepare them to use a series of recording tasks to build lexical depth, naturalness of expression, and intercultural awareness. In this manner, language instructors become coaches, guiding learners as they select and integrate well-vetted tools into our pre-designed curriculum, and providing language learning feedback via weekly reflections. LCTL instructors will hold learners accountable to acquiring multiword expressions and will intervene as necessary to keep the individual telecollaboration projects on track. In short, we are proposing a learner-driven curriculum, based on recording tasks within larger tandem sessions, to reach the long tail (Anderson, 2004) of languages.

Author: Sarah Guth
Institution: University of Padova, Vice-Chair UNICollaboration, Project Manager for
                 EVE-UNICollaboration
Type: symposium

Assessing the effectiveness of telecollaboration for pre-service teachers: Initial reports from the EVALUATE policy experiment

Most research on telecollaboration consists of small-scale, qualitative studies of interactions and/or experiences of one particular exchange (Lewis & O'Dowd, 2016). While this work has done much to advance the field of telecollaboration, the practice has yet to be normalised in higher education. The EVALUATE (Evaluating and Upscaling Telecollaborative Teacher Education - http://www.evaluateproject.eu/) European Policy Experimentation, which was launched at the beginning of 2017, is one first attempt to provide rigorous measures of impact and 'proof of concept' as an important first step towards normalisation. The aim of the EVALUATE (*Evaluating and Upscaling Telecollaborative Teacher Education*) project - a European Policy Experimentation - is to provide large-scale empirical evidence of effectiveness of virtual exchange, also known as telecollaboration or collaborative online international learning, in terms of developing trainee teachers' digital-pedagogical, intercultural, and - where language learning and teaching are involved - linguistic competences.

The first cohort of the EVALUATE Project carried out 20 exchanges during the autumn/winter semester of 2017 and a mix of quantitative and qualitative data was collected from students and teachers engaged in the encounters. This data is currently being analysed by the research team with the aim of better understanding whether it can indicate learning gains over time and if and how the data collection tools could be modified for the second cohort of exchanges to be carried out in the spring/summer semester of 2017.

This symposium brings together members of the EVALUATE research team to present an overview of the research approach and methods and initial findings with regards to learning gains in digital-pedagogical skills and intercultural awareness. Following a brief introduction, there will be four papers and the symposium will conclude with a discussion with the audience.

Author: Robert O'Dowd
Institution: Universidad de León, Spain
Author: Andreas Müller-Hartmann,
Institution: Pädagogische Hochschule Heidelberg, Germany

Developing a model of telecollaborative exchange for teacher education

The ability to integrate and exploit online technologies in the classroom has become an essential part of a teacher's skill set in the twenty-first century. Teachers not only need technical competence in order to use online applications and tools, but they also need to know how to exploit these tools in pedagogically informed innovative ways. In this presentation we argue that if teachers are to engage their students in innovative and collaborative approaches to online learning such as telecollaboration when they become teachers, they first of all need to experience this type of learning themselves during their study programmes. This presentation presents a model of telecollaborative exchange which has been explicitly designed for use in Initial Teacher Education programmes. The model was based on current trends in telecollaborative research and practice and was developed as part of the EVALUATE (Evaluating and Upscaling Telecollaborative Teacher Education) project. This is an Erasmus+ KA3 (EACEA/34/2015) project. In the presentation, we will present:

• The basic principles and structure of the telecollaborative model • The training manual for the telecollaborative model
• The task sequences which have been developed for the model to date
• A case study of the model being carried out and evaluated

Author: Jekaterina Rogaten
Institution: Open University, UK
Author: Timothy Lewis
Institution: Open University, UK

Assessing the effectiveness of telecollaboration

Education researchers and practitioners have been developing and testing a range of measurement approaches aiming to capture relative improvements in each individual student's learning (e.g., Cahill et al., 2014; Hake, 1998; Mortensen & Nicholson, 2015). One commonly used approach is termed 'learning gains', which can be defined as growth or change in knowledge, skills, and abilities over time (e.g., Cronbach & Furby, 1970; Linn & Slinde, 1977; Lord, 1956, 1958). This presentation will outline and place in the perspective work that is being undertaken as part of the EVALUATE project on approaches to data collection and data analysis. This presentation will cover a variety of quantitative and qualitative approaches as well as common research design shortcomings.

Author: Jekaterina Rogaten
Institution: Open University, UK
Author: Mirjam Hauck
Institution: Open University, UK

Can virtual exchange enhance teacher trainees digital-pedagogical competence?

This presentation will cover research findings in relation to digital-pedagogical competence development. Drawing on Mishra's and Koehler's (2006) framework for Technological and Pedagogical Content Knowledge (TPACK), that is the knowledge required by teachers for integrating technology into their teaching in any content area, and Schmidt et al.'s (2009) survey designed to measure each of the seven components of TPACK, the current study tested if engaging in a telecollaborative exchange did indeed enhance the participants' digital-pedagogical competence. The preliminary results show a significant change in the learners' *technology knowledge* ($t_{(88)}$ = -4.863, p<0.001), *technology pedagogical knowledge* ($t_{(88)}$ = -6.475, p<0.001), *technology content knowledge* ($t_{(88)}$ = -4.258, p<0.001) and *technological pedagogical content knowledge* ($t_{(88)}$ = -5.973, p<0.001). These results provide strong support for the effectiveness of digital-pedagogical competence development in telecollaborative settings. The theoretical and practical implications for pre-service teacher education programs will be discussed along with the limitations of the study and directions for future research.

Author: Jekaterina Rogaten
Institution: Institute of Educational Technology, Open University, UK
Author: Francesca Helm
Institution: Department of Politics, Law and International Studies at the University of Padova, Italy
Author: Sarah Guth
Institution: University of Padova, Italy

Effectiveness of telecollaborative exchange for developing intercultural competence

The aim of the present study was to empirically examine whether telecollaboration can be useful in making students aware of informal sociocultural knowledge and help them to develop skills needed for the effective interaction with people from diverse cultural backgrounds. The *Intercultural Effectiveness Scale (IES)* was administered before and after telecollaborative exchange to measure students' development. The preliminary analysis showed that students improved in the areas of behavioural flexibility ($t_{(88)}$ = -2.906, p<0.05) and message skills ($t_{(88)}$ = -3.686, p<0.001) indicating that telecollaborative exchange is effective at developing some aspects of the intercultural competences. In addition to this quantitative measure, students were also asked to complete reflection questions at various points before, during and after the exchange. This qualitative data is currently being analysed. The presentation will cover in detail the dimensions of the intercultural competences and discuss implications of the results along with the limitations and future research suggestions.

Author: Sarah Guth
Institution: University of Padova, Vice-Chair UNICollaboration, Project Manager for EVE-UNICollaboration
Type: Panel

The expanding landscape of virtual exchange

As the field of virtual exchange (VE) grows, so do the modes and models of both the exchanges themselves and the organizations promoting VE. Along with the increasing interest come opportunities for funding large-scale VE projects aimed not only at reaching large numbers of students but also at researching the impact of VE on the students. Indeed, the 5 panelists are all engaged in VE initiatives that have been funded either by the U.S. Government's State Department through the Stevens Initiative and/or the European Union's Erasmus+ Program through the Erasmus+ Virtual Exchange (EVE) program. The aim of this panel is to provide an overview of how different organizations and projects interpret and promote VE. The panel discussion will highlight the ways in which these different actors are beginning to collaborate across project boundaries and how they think the landscape of VE will continue expanding in the future.

The panelists will include representatives from the New York-based SUNY Center for Collaborative International Learning (http://coil.suny.edu/), the policy experiment EVALUATE (Evaluating and Upscaling Telecollaborative Teacher Education) funded by Erasmus+ Key Action 3 (http://www.evaluateproject.eu/), the US-based Soliya Connect Program (https://www.soliya.net/programs/connect-program), the Sharing Perspectives Foundation based in the Netherlands (http://www.sharingperspectivesfoundation.com/) and UNICollaboration (https://www.unicollaboration.org/). Sarah Guth, the current vice-chair of UNICollaboration and project manager for the organization within the context of the EVE program will start the discussion by highlighting similarities and differences between the various organizations and projects represented in the panel, such as the type of organization, primary activities, target audience, target discipline(s), type of VE, etc. Then each of the panelists will provide greater context for their work and their vision of the state of the art of VE and where the field is headed. The panel will conclude with an extended discussion with the audience.

Author: Eric Hagley
Institution: Muroran Institute of Technology, Japan
Author: David Campbell
Institution: Obihiro University of Agriculture and Veterinary Medicine
Author: Thom Rawson
Institution: Nagasaki International University, Japan
Type: Research paper

Effect of virtual exchange on EFL students' cultural and inter-cultural understanding

In the fall of 2016 and spring of 2017 303 and 264 Japanese students, respectively, completed pre- and post-questionnaires after participating in the international virtual exchange project (IVEProject) during those periods. The questionnaires measured inter-cultural sensitivity and understanding of one's own culture. Mean scale scores for pre- and post-testing of each construct could be used. The significance of difference of these was checked using the non-parametric Wilcoxon signed-rank test for hypothesis testing of repeated measurements on a single sample. There were improvements in students' understanding of their own culture and appreciation of other cultures. The IVEProject has had almost 10,000 students and 180 teachers from 8 countries in South America, Asia, the Middle East and Europe participating in a number of virtual exchanges over the last 18 months. Students interact online in English as a lingua franca on a Moodle platform. To assuage security concerns and improve connectivity a number of tools were used to connect the students. Each exchange is carried out over an 8-week period with various tasks employed to encourage student interaction. The exchanges, sponsored by a Japanese Ministry of Education, Culture, Sports, Science and Technology grant, are free of charge to participants.

Author: Mirjam Hauck

Institution: Open University, UK

Type: Research paper

Promoting critical digital literacies through telecollaboration

Digital literacy (DL) is a very broad and elusive construct and therefore not only challenging to grasp, but even more so to teach (Alexander, Adams-Becker & Cummins, 2016). One of the most cited efforts to develop a comprehensive framework for DL comes from JISC (2014) defining DL as the "capabilities which fit an individual for living, learning and working in a digital society". Its associated Digital Capability Framework comprises of six elements, among which digital communication, collaboration and participation; digital learning and development; and digital identity and wellbeing (JISC, 2016; cited in Beetham, 2017). Yet, Brown (2017) draws our attention to an uncomfortable reality: "If digital literacies are core to what it means to be an educated person in the 21st Century," he observes, "then our thinking needs to go beyond preparing people to fit the type of inequitable and socially unjust societies we have created over the past century." He calls for critical digital literacies which challenge us to reshape and reimagine our societies and reminds us that educators "will fail to serve future generations if our definition of digital literacies does not help to produce a sense of agency both with and without new technologies" in order to "disrupt 'a world where 1% of humanity controls as much wealth as the bottom 99%' of the population (Oxfam, 2017)." Drawing on Brown (2017), I will argue that the socio-political context is crucial to defining and understanding digital literacies, and the much wider concept of digital citizenship, and that telecollaboration provides the ideal setting for promoting a critical and sustainable approach to developing DC.

Author: Keiko Ikeda
Institution: Kansai University, Japan
Author: Don Bysouth
Institution: Osaka University
Type: Research paper

Identifying social presence in virtual multiparty interaction

Social presence relates to the need for users to feel connected with each other and to perceive each other as "real" people (Short, et. al 1976). Low social presence can lead to feelings of impersonality, and hence disengagement from online communication. In extremes it can lead to participation withdrawal from online environments. This study explores virtual interactions in COIL activities to identify degrees of salience of the other person, applying ethnomethodology and conversation analysis as its analytic methodology. The data is a compilation of web-based video conferencing data which uses Skype or Zoom as its online platform, collected in 2014-2017. The data set features multiparty interaction and many of the participants involved in one context are virtually present using a telecommunication tool. In the analysis, we have identified several interactional resources that occur frequently in the data set. They relate to embodiment actions involving facial expressions when interactants are not a primary speaker or addressee. In addition to facial expressions, another embodied behavior was re-positioning and dispositioning of one's upper torso and hand gestures when interactants disengaged their gaze direction from a particular target to another. There will be some pedagogical implication suggested based on the findings.

Author: Sake Jager
Institution: University of Groningen, Netherlands
Author: Nadine Boon
Institution: University of Groningen, Netherlands
Type: Practice report

Cross-disciplinary application of OIE: From strategy to implementation – first project results

Online Intercultural Exchange is gradually gaining ground as a cross-disciplinary form of online learning (O'Dowd, 2016). Since learning outcomes related to language and culture generally remain relevant in these new contexts of application, language educators and coordinators have taken a leading role in bringing OIE as innovative educational practice to other disciplines and areas of application. This cross-disciplinary application of OIE at institutional level drives it right into the heart of internationalisation, reinforcing the need to link it to institutional visions and policies about global learning (cf. De Wit, 2016). This calls for a thorough rethinking of appropriate pedagogies, professional development of educators and supporting staff and assessment of learning outcomes, across the institution (Richardson, 2015). In universities which are already highly internationalised, this puts more sharply into focus the specific added value of OIE in relation to ongoing internationalisation on site. In this presentation, the case will be presented of a medium-sized European university which has recently started a major project of introducing OIE in disciplines across the university. The project comprises courses in history, languages and cultures, psychology, sociology, spatial sciences, religious studies, and business and economics - in different programme cycles and highly varied areas of application. In the presentation we will discuss: -The strategy used for introducing OIE across the university; -How the project links up with other internationalisation efforts in the university; -Examples of tasks developed and discussion of results obtained. The project started in September 2017 and the results from the first projects are only just beginning to come in. Enthusiasm with teachers and coordinators runs high about the perceived effects in relation to the intended outcomes, and we are beginning to see real benefits for shaping global learning as promoted by Richardson (2015). At the time of the presentation we will have obtained results from several other exchanges which we will share with the audience.

Author: Hanne Juel Solomon,
Institution: David Yellin College, Jerusalem
Author: Amy Hogan
Institution: Ottawa University, Arizona, USA
Type: Practice report

Using telecollaboration in teacher training; some reflections based on practice

We believe that telecollaboration is an important tool for teachers and that future teachers should benefit from participating in such during their training. This project report regards the telecollaborative experience of students and teachers participating in the EVALUATE project in Fall 2017. The aim of the project is "evaluate the impact of telecollaborative learning on student-teachers involved in Initial Teacher Education." Further, EVALUATE is a European Union funded research program whose guiding research question is: "Will participation in telecollaborative exchange contribute to the development of competences which future teachers need to teach, collaborate and innovate effectively in a digitalised and cosmopolitan world?" We supplemented our courses (Technological Tools in the EFL classroom, David Yellin College, Jerusalem and Intermediate Reading, Ottawa University, Arizona, US) with telecollaborative tasks over a 7-week time span using Moodle and Google docs.   However, our project did not proceed as planned.   We experienced very insecure and somewhat passive students. The students also reported dissatisfaction regarding the lack of participation and commitment from their partners in the project. We will share what we learned from the student and teacher post-course reflections in order to understand how this could have been prevented.

Author: Ahmed A. Al Khateeb
Institution: King Faisal University, Saudi Arabia
Type: Research paper

Telecollaborative-oriented EFL classes: Assessing teachers' telecollaborative perspectives and Intercultural Communicative Competence (ICC)

The impetus of this research is to investigate English language teachers' perspectives, and awareness in Saudi Arabia with regard to telecollaboration and virtual exchange across various educational communities for expanding the linguistic and cultural boundaries among university learners. The driving force for conducting such research is to unveil the teachers' familiarity and future direction towards the implementation of telecollaboration in EFL classes, in such context which seems telecollaboration to be a rare or unusual practice. Part of this research is to explore the potential challenges confronting the teachers of English language as a foreign language, along with the benefits of its integration, and their readiness to work with counter partners from different culture and to explore to what extent they are culturally competent. This research aims to assess the competence of teachers before engaging with any kind of activities with adapting two enlightening questionnaires (adapted from O'Dowd, 2013 and Kurek & Muller-Hartmann, 2017). The main research questions which will be addressed in this research are: 1. What are teachers' experience, willingness and their pre-judgment with regard to integrating telecollaboration into EFL classes? 2. To what extent current EFL classes are telecollaborative classes; in light of the criteria of telecollaborative tasks? 3. To what extent current EFL teachers are telecollaborative teachers; in light of the model of telecollaborative teachers?

Author: Josephine Kearney
Institution: State University New York/Genesee Community College, USA
Author: Celine Merheb
Institution: American University of Technology, Beirut, Lebanon
Type: Practice report

The COIL (Collaborative Online International Learning) world: Virtual classrooms and projects of teachers and students

This practice report 'COILs ' two faculty who collaborated together in Fall 2017 with 65 students in a Sociology course and in a Human Rights course. The two faculty presenters will discuss the challenges of this complex learning environment, and address the COIL (Collaborative Online International Learning) approach to telecollaboration. The student experience will be addressed using final video projects, journals, and pre-mid-post testing. The presenters will discuss the formation of the 'Coil-ed ' project with a focus on teacher presence, student participation, technology, and professional development. Many questions will be addressed such as: 1. How do you foster a sense of community within and across classrooms in different time zones and cultures?   2. What does student success mean in a 'Coil-ed ' course? 3. How can you measure it quantitatively and qualitatively? 4. What are some practical strategies for implementing student success?

Author: Nicole Keng
Institution: University of Vaasa, Finland
Author: Lan-fen Huang
Institution: Shih Chien University, Taiwan
Type: Practice report

Using the Facebook group page as a virtual classroom for intercultural communication

Internationalising the curriculum has become a key feature in Higher Education. University of Vaasa has emphasised internationalization and digitalization as primary goals of university strategy. This study reports on a collaborative project between university students in Finland and Taiwan using a Facebook Group Page as a platform of virtual communication. The students created group PPT presentations and video presentations about study and work life information in their own countries. They then posted on the Facebook Group Page and commented on their peers' work. The project aimed to raise intercultural awareness and develop presentation and communication skills in English of university students. It also aimed to broaden the international experience for university students by enabling them to collaborate and interact with each other in activities that could develop key communication and employability skills. This paper demonstrates that students' intercultural communication skills can be developed in the virtual Facebook Group Page as well as in the classroom setting. Examples of participation, interaction and video presentations are shown to demonstrate the skills being practiced. This teaching practice is evaluated by participants' feedback and reflections. The paper concludes with the discussion of the implications for similar future online projects.

Author: L. Lynette Kirschner
Institution: Leuphana Universität, Germany
Type: Practice report

Flop, failing, fantastic? Eight years of telecollaboration – a reflection

The language center at Leuphana University in Germany has been skyping with other institutions since 2010. During this time, a variety of methods and designs have been employed and various outcomes have been observed. Some of them have failed abysmally while others have shown promise and success. But what makes an exchange a success or a failure? And from whose point of view is this seen from? Do students view their experience differently than instructors? This practice report will compare the various ways in which tele-tandem learning outcomes, both successes and failures, are perceived by instructors and students and how these views match the literature. A systematic look at the exchanges based on student feedback and texts from the course as well as written interviews with instructors from the partner university will form the basis of this report.

Author: Marcin Kleban
Institution: Institute of English Studies, Jagiellonian University in Krakow
Author: Simon Ensor
Institution: Laboratoire de Recherche sur le Langage Université Clermont Auvergne
Author: Christine Blanchard
Institution: Laboratoire de Recherche sur le Langage Université Clermont Auvergne
Type: Practice report

Sustainability in an online intercultural exchange

Our online/offline intercultural exchange (OIE), part of a online/offline teacher education and English as a lingua franca/bilingual intercultural exchange network (OIEN) is now in its sixth year. While the existing literature points to several factors which enable successful integration of OIE in higher education (e.g. O'Dowd 2013) the field is relatively new and there is still a need to explore the contexts in which such collaborations can thrive. Building on existing knowledge concerning long-term OIE projects, in this paper, we continue investigating and identifying the multiple factors which have enabled this sustainable learning partnership between institutions, teachers and students. A longitudinal evaluative analysis of qualitative and quantitative data suggests that from institutional, teacher, and student perspectives, this exchange's sustainability depends on complex associations of more or less predictable institutional, personal, academic, and professional factors. An interplay between physical mobility and virtual mobility appears to have been a key element in consolidating and extending OIE practices in our contexts.

Author: Liudmila Klimanova
Institution: University of Arizona, USA
Author: Maria Bondarenko
Institution: University of Montreal, Canada
Author: Valentina Vinokurova
Institution: University of Arizona, USA
Type: Research paper

A pathway to digital L2 literacies: Telecollaboration and beginner-level learners

Telecollaboration has been widely used in language instruction, targeting predominantly intermediate and advanced proficiency learners. With regard to lower level learners, research has been rather scarce, usually limited to case studies in EFL contexts (e.g., Dunne, 2014; Jenkins, 2009). In response to an identified gap in the literature and current research in this area, this paper will discuss the two-week-long experience of 46 beginning learners of Russian in two formats of online exchanges: a cross-institutional multimodal chat with another group of novice learners and a cross-cultural exchange with native speakers. Three intact elementary language sections participated in this study. By the first day of the exchange all learners had completed only eight weeks of classroom instruction (32-35 contact hours), and were at Level A1 (CEFR Framework) or ACTFL Novice Mid/High. Along with online tasks and in-class briefings, students were asked to complete two motivational entry and exit surveys, and submit daily journals. Our discussion of the data and key findings focuses on the quantity and quantity of the language produced by these learners with attention to digital tools and network affordances that made this communication possible despite serious linguistic limitations. The learners' produced output will be juxtaposed to their individual perceptions of the telecollaborative task at the start and end of the exchange. Utilizing the conversational analysis of CMC and the notion of intermodal complementarity (Painter & Martin, 2011; Serafini, 2014), we will examine how semantic complexity was achieved in each exchange format, and how this type of learning experience may lead to the development of digital L2 - individual and social skills needed to create and effectively interpret meaning in the second language in online multimodal communicative channels. These skills now constitute the essential competencies needed to participate in digitally-networked post-industrial economies and societies (Dudeney, Nicky, & Pegrum, 2013).

Author: Jarosław Krajka
Institution: Maria Curie-Sklodowska University
Type: Practice report

Between tests and portfolios – building teachers' awareness of cross-cultural dimension of language assessment through telecollaboration

Language assessment is an indispensable part of every language teacher's skillset, and especially the ability to choose and use both traditional assessment measures (tests, essays) and alternative techniques (portfolios, observations, self- and peer-assessment) are an essential part of university teacher training. However, even though the subject matter of learning assessment is largely uniform across different educational institutions all over the world, the local policy factors and individual preferences of learners make some assessment measures more usable than others in varied local contexts. The awareness of those cross-cultural differences in designing and using assessment techniques is significant for educating contemporary teachers. The presentation reports upon a two-year telecollaborative project in which Polish and Turkish teacher trainees learnt how to assess learners' proficiency in their regular classrooms as well as in telecollaboration with one another. The data from forums, learning diaries and interviews will shed light on how an intercultural teacher training exchange expands awareness of applicability of different assessment tools.

Author: Malgorzata Kurek
Institution: Jan Dlugosz University, Poland
Author: Andreas Müller-Hartmann
Institution: Pädagogische Hochschule Heidelberg, Germany
Type: Research paper

Developing task-based teaching competences in teacher-training virtual exchanges – the instructors' pedagogical role

Virtual exchanges are complex, often blended learning environments in which future language teachers can develop not only intercultural communicative competences (ICC), but also pedagogical-technical ones, all of which are indispensable for their future professional fields. While the online interaction between student teachers has been extensively researched, instructors' pedagogical decision-making process in the involved university classrooms during the face-to-face phases and the way this supports student teachers competence development has hardly been looked at.

Based on Devlieger and Goossens' (2007) concept of teachers developing powerful learning environments for their learners that comprise the three levels of 1) establishing a safe classroom atmosphere; 2) designing tasks; 3) and managing the interaction on the micro-level, we specifically look at the interface of levels 1 and 3, i.e. how teachers facilitate student teachers' competence development by establishing a safe atmosphere for learning and providing the necessary interactional support for the online negotiation with their international partners. In our study which is based on two iterations of a German-Polish semester-long exchange of EFL M.A. students developing online tasks in international teams, we follow a mixed-method approach with the qualitative part, which includes the video-recording data of all class sessions in both courses, being central to understanding this complex learning environment. Findings show that instructors' close collaboration on the structural and interactional level facilitated the establishment of a safe learning environment which supported students in developing from very heterogeneous levels of competence.

Author: Amparo Lallana
Institution: Regent's Institute for Languages and Culture, Regent's University London, UK
Author: Pilar Salamanca
Institution: Hochschule für Angewandte Sprachen, SDI München
Type: Practice report

#CulturaTándem, research and citizenship in telecollaboration

#CulturaTándem, is a project for online collaboration where graduating students of Spanish in a BA International Business at Regent's University London pair up with PG students in a Master Intercultural Communication in SDI Munich. Students with heterogeneous cultural backgrounds and diverse life experiences collaborate and research cultural, social or economic aspects of Spanish-speaking countries from the perspective of their different areas of study. While the project is carried out autonomously and independently of classes, the collaboration is coordinated by the two lecturers, who mentor both members of each tandem, not only their own students. After a few weeks, students present their research findings and submit a critical reflection on the process. In this model, the development of linguistic and intercultural skills is not the most salient outcome; in fact, the enhancement of research and professional skills (digital literacy, project management, etc.) is just as important. Participants are no longer language learners but researchers in the target language within their specialization; a new category of OIEs (O'Dowd & Waire, 2009)? Moreover, while participants transition from partnering an 'unknown other' to deploying strategies to make the interaction successful in a short period of time, they are not only creating knowledge but becoming better citizens as well.

Authors: Lyne Marie Larocque
Institution: Vanier College Cégep, Canada
Author: Sharon Coyle
Institution: Cégep de Sept-Îles
Type: Practice report

North and South encounters within Québec

Connecting a Sociology class with a Humanities class or an English class allows students from the North to meet online and work with students from the South/Montreal. Two different types of populations, two different types of life experiences, and two disciplines. The students in the metropolis of Montreal have very few real encounters with people or students from the North, some of Aboriginal descent, and this opens up opportunities for authentic exploration of issues surrounding indigenous peoples. After having done this experience for two years, the two instructors have started a research project, and have begun to collect testimonies from the students on how they perceived this experience, and how they have grown academically from these encounters and collaborations. Likewise, the instructors are learning from their experience and can adjust their material to enhance the learning experiences of their respective students. We wish to present both the types of assignments submitted to the students where interdisciplinary collaboration is required, and present the testimonies of students who have experienced this collaborative learning approach.

Author: Geoff Lawrence
Institution: York University, Canada
Author: Elana Spector-Cohen
Institution: Tel Aviv University
Type: Research paper

Examining international telecollaboration in language teacher education

This paper presents findings of case study action research examining the impact of technology-mediated collaboration between teacher-learners in two graduate-level Applied Linguistics Master's programs in Canada and Israel. To date, little research has been conducted on international telecollaborative exchanges in language teacher education programs. The authors will discuss teacher-learners' perceived benefits and challenges of this international telecollaborative exchange, its impact on beliefs towards the use of technology-mediated tools and the relevance of these types of collaborations in language teacher education. This study found that language teacher telecollaborations can foster active reflection on teaching/learning practices and competencies, help teachers develop critical techno-pedagogical competence (Guichon & Hauck, 2011) and prompt awareness of assumptions and the need for intercultural understanding. The researchers will highlight individual teacher-learner voices that illustrate how teacher assumptions about authority, experience and teacher versus learner identity evolve on individual pathways and are situated in complex, historically embedded paradigms of teaching and learning experience. The paper will conclude with insights gained regarding strategies for implementing effective international telecollaborative exchanges in language teacher education programs.

Author: Paola Leone
Institution: Università del Salento, Italy
Author: Sandra Garbarino
Institution: Université Lyon 2
Type: Research paper

Teletandem and intercomprehension across disciplines

This paper aims at describing how a learning scenario based on peer to peer virtual exchanges, in the form of Oral Interaction mediated by VoIP, was integrated in two university curriculum and in two different disciplines. The learning scenario is named "Intercompréhension Orale et Télétandem" (IOTT). During VoIP interaction each student had to talk in his/her native language (i.e. student A: French; student B: Italian) in order to practice intercomprehension strategies (see FREPA). Interactions have been recorded, video-recordings have been used in classrooms in order to reflect upon the communication process. Students could use the "Référentiel de compétences de communication plurilingue en intercompréhension" (REFIC) and new descriptors for mediation as framework for their discussion. IOTT will be described highlighting the connection among the learning outcomes and the goals of the two university curriculum and the two disciplines in which they have been integrated. So far, the growing body of research on intercomprehension has focused mostly on reading skills and on written interaction (e.g. mediated by technologies, forum). Little research has been done on oral interaction. Particularly, studies in the field of synchronous telecollaboration in plurilingual contexts and intercomprehension are strongly needed.

Author: Tim Lewis
Institution: The Open University, UK
Author: Betul Khalil
Institution: The Open University, UK
Type: Research paper

Establishing impact – a case study: the INTENT project

Funding bodies place increasing emphasis not merely on the intrinsic quality but on the external impact of research. This is particularly true of the UK and increasingly so in Europe. Impact is defined in terms of ongoing engagement with the end-users of research and of the extent to which that research has changed not merely their awareness but crucially their professional practice. This paper offers an account of an attempt to chart the impact of one of the most significant EU-funded telecollaborative initiatives of recent years: the INTENT project. To establish impact , a classic mixed methodology was used, incorporating an online survey and interviews with registered users of the UNIcollaboration platform (which was established by the INTENT team). We consider the effectiveness or otherwise of this approach and suggest possible alternatives. We share the results of our survey and offer up to six case studies of individual INTENT participants and end-users whose professional activity was impacted by INTENT, whether this meant simply engaging for the first time with online intercultural exchange, evolving from a teaching-only to a research career, or using the platform as an illustrative tool for continuing professional development

Author: Meei-Ling Liaw
Institution: National Taichung University of Education, Taiwan, Province of China
Author: Sabrina Priego
Institution: Laval University
Author: Min-Hsun Chiang
Institution: Tunghai University
Type: Research paper

A semiotic discourse analysis of pre- and in-service L2 teachers' co-construction of knowledge via intercultural telecollaboration

This paper describes a telecollaboration project that involved pre- and in-service teachers in Canada and Taiwan who took graduate-level teacher education courses in three universities. They were arranged to form groups to discuss topics related to language teaching and research using online tools. After discussing one topic via Googledocs, each group co-constructed a collage to conclude their discussion by using Padlet, a digital canvas that allows users to share and edit text, graphs, audio, and video files. The researchers applied a semiotic discourse analysis framework and multimedia discourse analysis (Jones, 2013; Kress & Van Leeuwen, 1996, 2001) to understand the specificities and traits of multimodal discourse which took account of the participants' co-constructed knowledge of two topics related to language teaching and teachers as researchers. In our presentation, we will first outline the theoretical underpinning of the multimodal approach to understanding intercultural telecollaborative discourse. Then, we will describe the design of the project. Findings of the study will be shared along the discussion of if/how multimodal intercultural discourse afforded by telecollaboration had enriched the socio-constructive learning experience of the participants. Pedagogical suggestions for L2 teacher education in the multimodal communication era will be provided.

Author: Bruno Lima
Institution: Federal Institute of Rio Grande do Norte (IFRN), Brazil
Type: Research paper

The use of Appraisal Theory in a Brazil-USA e-mail thread

Asynchronous writing is a very popular form of connection among teachers interested in establishing telecollaborations, especially when facing common constraints such as different time zones. However, as Belz (2003) points out, although the proportion of projects based on written interaction is large, linguistic analysis has not yet been consolidated as a methodological choice to perceive the development of Intercultural Communicative Competence (ICC) in intercultural connections. In this scenario, the purpose of this session is to present the Appraisal Theory (Martin; White, 2005) as an analytical alternative in asynchronous collaborations and to report how it was used as a resource to study e-mails written by Brazilian students in Natal - Brazil in collaboration with international students in Davis - California.

Author: Bruno Lima

Institution: Federal Institute of Rio Grande do Norte, Brazil

Type: Practice report

Different ways to design telecollaborative projects

Considering that telecollaborations are sets of multiple tasks and sequences that have the potential to connect intercultural classes in geographically distant places, the goal of this session is to present different methodological procedures used in internet-mediated interactions between students in Brazilian and international institutions. The presentation will be divided in two parts: First, the presenter will present descriptions of the plans made for two previous collaborative projects, one bridging groups in Rio de Janeiro (BRA) and Warsaw (POL), and the other bringing together classes in Natal (BRA) and Davis, California (USA). Next, the presenter will explain how the paths of these partnerships led the teachers involved in the experiences to share a bigger telecollaboration that now connects students in four continents, showing how positive results can arise from diverse planning strategies.

Author: Rachel Lindner
Institution: University of Paderborn
Author: Dónal O'Brien
Institution: Dublin City University
Type: Practice report

The Global Virtual Teams project

Our presentation positions telecollaboration in the business context, in which culturally, geographically, temporally and functionally dispersed teams – so-called Global Virtual Teams (GVTs) – are increasingly being used to engage an organisation's creative and problem-solving capabilities. Rapid technological progress and access to new markets have driven organisations to create more complex, more fluid and more interdependent company structures (Buckley, 2009). These new structures require innovative approaches to managing teams across borders and GVTs are an example of such an approach. In this virtual workplace, team members must complete tasks as efficiently as possible, despite language and cultural differences, geographical distance, technological complexity and variance in organisational goals. We propose that online virtual exchange projects can provide students with valuable pre-workplace experience of the demands placed on GVTs. The GVTs Project outlined in our paper is run across five business schools by Management and ESP teachers in Germany, Ireland, the Czech Republic and Finland. Over 150 students are placed in culturally and geographically dispersed teams of four or five in which they are required to accomplish team tasks. The learning objectives are to develop in students the managerial and communicative skills sets required to operate successfully in a fully functioning GVT environment.

Author: Elwyn Lloyd
Institution: Coventry University, Coventry
Author: Abraham Cerveró Carrascosa
Institution: Florida Universitària, Valencia
Author: Courtney Green,
Institution: Coventry University/Florida Universitària
Type: Practice report

A role-reversal model of telecollaborative practice: The student-driven and student-managed FloCo (Florida Universitària/Coventry University)

This talk reports on FloCo (Florida Universitària/Coventry University), a telecollaborative project where the roles of teacher and student were reversed. A student from Coventry University, studying on a BA Honours in English and TEFL, obtained a third year placement to teach English in Spain at Florida Universitària in Valencia. The student had taken part in the online intercultural exchange MexCo, between Coventry and Mexico, in her first year at university, and decided to set up a similar exchange between the class of students she was teaching in Spain and Year 1 students on Spanish degrees at CU. FloCo consisted of the 3 following collaborative intercultural tasks designed to foster the development of global citizenship competencies: 1.
Creation of 'vlogs' to share multicultural knowledge (digital literacy, online discourse analysis, multimodality analysis); 2.   Completion and comparison of online multicultural quizzes (networking; intercultural awareness; flexibility); 3. Online reflection on current affairs (e.g. Brexit, refugee crisis, Cataluña crisis) (networking; professional development; active learning; problem-based learning in a connected environment). The shared 'expert student'-staff reflections on the project will be reported in this talk and compared with the outcomes of related online intercultural exchanges (e.g. MexCo and CoCo) discussed at the two previous Unicollaboration conferences.

Author: Johanna Lochner
Institution: Humboldt University of Berlin, Germany
Type: Research paper

Virtual school garden exchange – getting the global perspective of Education for Sustainable Development in local school gardens

Virtual school garden exchange (vSGE) is the virtual international networking of learners about their school gardens and related issues. The goal of a vSGE is to use the topic of school garden to enable an exchange, which shows parallels, provokes a process of reflection, supports intercultural learning, creates connectivity and imparts knowledge. This is one option to integrate and implement the global perspective of Education for Sustainable Development (ESD) in school gardens. ESD aims to enable children, young people and adults to think and act sustainable. It puts people in a position to make decisions for the future and to be able to estimate how one's actions affect future generations or life elsewhere in the world. In a time, which is shaped by global challenges those competences are needed. How is the global perspective of ESD been implemented in school gardens in the past 20 years? Is virtual school garden exchange as a tool being used? At the beginning of this doctoral thesis, an overview of the research field will be given in form of a systematic literature review. It combines a quantitative and qualitative analysis of a sample which fulfills certain criteria.

Author: Barbara Loranc-Paszylk
Institution: University of Bielsko-Biala, Poland
Author: Chesla Ann Lenkaitis
Institution: Binghamton University, USA
Type: Research paper

Finding a common ground in lingua franca virtual exchanges: Designing tasks to accommodate student diversity

This presentation discusses task design of a 6-week telecollaborative exchange with students from universities in Spain, Mexico, USA and Poland. As a result, when task designing, students' diverse cultural and linguistic backgrounds and their different educational needs, including their course syllabi, were considered. During the 6-week exchange, students met weekly in e-tandem groups and communicated, via Zoom video conferencing, using either English or Spanish as a lingua franca. Weekly topics included advertising, crime, natural disasters, patriotism and sports. Prior to each Zoom meeting, students completed a worksheet to engage them in the weekly topic (pre-task). During the weekly session, students needs to discuss the topic, via selected current event photos, and produce a slide to be used in a final output activity (task). After each Zoom meeting, students completed an additional worksheet in order to reflect on the Zoom discussion and weekly topic (post-task). This 6-week telecollaborative exchange is two-fold. First, it contributes to a growing body of the research on virtual exchanges in which students collaborate with partners who have different educational needs (Bueno-Alastuey & Kleban, 2014). Second, it adds to work about students who communicate with the use of lingua franca (Helm, Guth, & Farrah, 2012; Kohn & Hoffstaedter, 2017).

Author: Teresa MacKinnon
Institution: University of Warwick, UK
Author: Simon Ensor
Institution: Université Clermont Auvergne
Author: Marcin Kleban
Institution: Jagiellonian University in Krakow, Poland.
Author: Claude Trégoat
Institution: University of Warwick, UK
Type: Research paper

Lived experience of connected practice

Actors in a large scale online intercultural exchange (OIE) (O'Dowd,2016) have taken time to reflect on their personal experiences of an OIE network (OIEN) through creating autoethnographic accounts (Nunan, 2010). Data reflect different contexts, roles and identities, providing an account of the transformative nature of connected practice. The data have been analysed using a grounded theory method to explore the various perspectives, convergences and divergences. Through this analysis 'the researchers create an explication, organisation and presentation of the data rather than discovering order within the data. The discovery process consists of discovering the ideas the researcher has about the data after interacting with it' (Charmaz, 1990 in Willig, 2013). The presentation will combine the analysis with visualisations produced as a result of open interactions through social media, sharing insights into the factors which have contributed to the richness and challenges of connected practice and how this can forge professional identities through the relationships within a network.

Author: Małgorzata Marchewka
Institution: Management Process Department (Faculty of Management), Cracow University of Economics, Poland
Author: Reeta Raina
Institution: Communication Area at FORE School of Management, India
Type: practice report

FORE - UEK Telecollaboration 2017

The report describes telecollaboration project conducted between Nov, 25th 2017 and Jan 3rd, 2018 between over 75 students from FORE School of Management (India) and 75 students from Cracow University of Economics (Poland & Erasmus students). The main goal of the project was to enhance the understanding of managerial problems in modern business. Apart from learning outcomes in the area of management and business communication, the aim of the project was to create learning environment facilitating the understanding the problems of cross-cultural communication, as well as development of attitudes of cooperation and sensitivity to cultural differences. The report contains detailed information about organizational matters related to the project such as: initial arrangements, choice of tasks, scheduling, tools, description of participants, learning outcomes, and evaluation of the project from the perspective of teachers and students. Moreover it includes the analysis of problems that appeared during the process (ex. administrative issues or communication difficulties) and conclusions for further cooperation.

Author: Mariusz Marczak

Institution: Jagiellonian University in Krakow, Poland

Type: Research paper

Dropping the invisibility cloak: From presuppositions to evidenced learning outcomes in telecollaborative (translation) projects

Kiraly's (2000) seminal publication A Social Constructivist Approach to Translator Education marked a two-fold shift in the translation pedagogy of the day. On an epistemological plane, it highlighted the social-constructivist view of translator competence and learning as an enrichment of – or an alternative to – the positivist/reductionist paradigm, which had dominated translation pedagogy. At the same time, it altered classroom practices via learner-centred, social-constructivist learning modes, involving the implementation of collaborative translation projects. Having gained epistemological endorsement and practical following (cf. Gonzales-Davies, 2005; 2017; Klimkowski, 2015; Marczak, 2016), Kiraly (2006; 2013; 2015) took his social-constructivist model of learning yet another step further – this time, towards emergentism, which has found reflection in authentic, or near-authentic, telecollaborative translation projects administered as part of Translation Studies programmes delivered at university level (cf. Risku, 2014; Massey, 2017). This paper examines how the multi-faceted learning occasioned by telecollaboration projects can be evidenced through a data-mining in an attempt to bring to light what has frequently been taken for granted. The author examines the data collection and analysis modes to be implemented, together with the affordances they offer and the limitations they have.

Author: Hisae Matsui,
Institution: Princeton University, U.S.A.
Author: Thom W. Rawson
Institution: Nagasaki International University, Japan
Author: Brendan Van Deusen
Institution: Nagasaki International University, Japan
Author: John Patrick Owatari-Dorgan,
Institution: Nagasaki International University, Japan
Type: Practice report

With Skype or without Skype?: Effects of multimodal collaboration in a telecollaborative project

This presentation reports the effects of multimodality on the nature and process of collaboration in two semester-long telecollaborative projects over two years. Both projects, which connected two language classes in Japanese and American universities, had the same final products; two kinds of promotional videos, one for promoting learning Japanese language and the other for promoting study abroad. In the first year, the exchange was held in text format asynchronously; however, active discussion for negotiating different ideas was hardly observed. Therefore, Skype video chat sessions were added to facilitate negotiations in the second year. To examine the nature and process of the collaboration, the results from the survey, which includes elements in team learning behavior and team effectiveness (Van den Bossche et al., 2010), and the transcripts of the exchanges were analyzed conjointly by each group. The results show that while there were some groups that utilized Skype, having the Skype sessions didn't guarantee negotiations. Moreover, new issues, such as domination of the floor by fewer students, emerged. In the presentation, further analysis by group will be presented to reveal the possible reasons of difficulties of negotiations in collaboration and the possible solutions will be suggested.

Author: Philomena Meechan

Institution: University of Michigan

Author: Alexander Dmitrievich Knysh

Institution: University of Michigan

Author: Anna Igorevna Matochkina

Institution: St. Petersburg State University

Author: Daria Vladimirovna Ulanova

Institution: St. Petersburg State University

Author: Todd Lindborg Austin

Institution: University of Michigan

Type: Practice report

When two worldviews meet: Promoting mutual understanding between "secular" and religious students of Islamic Studies in Russia and the United States

This paper discusses preliminary results from several experimental co-taught courses in Islamic studies shared between the University of Michigan, USA, and St. Petersburg State University, Russia. The innovation at SPBU consists of a preselected cohort graduated from Islamic religious colleges from across Russia, along with "secular" students specializing in Islamic studies. The U-M cohort was also of diverse religious, ethnic, and national backgrounds. International teams met outside class to prepare questions for the weekly synchronous whole-class discussions. In addition, each team worked on a project for presentation in class. The courses promoted: -Mutual appreciation, cooperation, and understanding between students of diverse religious, cultural, and national backgrounds. -Formation of reading communities through the assignment of the same texts (in English) to both Russian and American participants in the class. -The atmosphere of inclusion and mutual respect in which everyone was equally accepted and heeded as long as they had something meaningful to add to the discussion of the issues formulated by the students themselves, not their instructors. Preliminary outcomes are based on classroom observation, student survey responses, reflections, and interviews. The positive dynamic between students suggests potential growth in respect for each other's values and convictions in the future.

Author: Céline Merheb-Ghanem
Institution: American University of Technology (AUT-Halat), Lebanon
Type: Round table discussion

Team work challenges & conflict management in an intercultural virtual exchange

In the process of academic cultural exchange, the task of instructors is to create and promote appropriate teaching environments to bring about socio-cultural interactions and the weaving of human bonds while working in teams. It is also clear that such exchanges conducted within the framework of a program such as the COIL contribute sometimes to the appearance of various divergences between the participants. Using the case study of our exchange experience through the COIL between the 'Human Rights' class at AUT (Lebanon) and the 'Sociology' class at GCC (USA), our main question would be: How the participants of this COIL perceive the difficulties of adaptability with the other group? And what are the techniques used to manage the cultural differences and conflicts between both groups? The objectives of this round table would therefore be: - Identify tension factors. - Recognize the mechanisms that lead to the crisis -Propose possible solutions for political crisis outings. - Present the basic principles of positive group dynamics.   After all, the COIL experience can be challenging and rewarding. However, teamwork is often a source of tension and disagreement, it is possible to adopt a constructive attitude to prevent the emergence of conflicts or to promote their resolution.

Author: Céline Merheb-Ghanem
Institution: American University of Technology, Lebanon
Author: Praveen K. Chaudhry
Institution: State University of New York, FIT, USA
Type: Panel

Facing the challenges of a virtual exchange in 'Global Affairs & Human Rights' COIL course

Despite the undeniable advantages of a university exchange, it is important to keep in mind that the implementation of a common syllabus, the use of technology and virtual communication as part of an exchange course in through the COIL is an important issue for the university, the teacher but also the students who are immersed in this type of cross-cultural course. The purpose of our paper is to answer the question: 'What are the different challenges that face every person involved within an experience of virtual exchange?', which goal is to evaluate our previous semester with the intention of developing and deploying a learning strategy more adapted to the demands of the students next semester, in order to build the favourable conditions to the implantation of a new inter-university cultural exchange between FIT and AUT. The challenges faced by: 1- the university administration: - Hierarchical challenges: since academic staff is no longer the only authority to decide how to teach and the content of the course. - Organizational challenges: it is necessary to have a shared vision and a dynamic strategic plan leading to a culture of change (administrative support structures, student services, technical support, and teacher training) for the setting up a virtual learning. - Technical expertise: the university institution must ensure the permanent maintenance of the infrastructure to minimize the malfunctions likely to reinforce the resistance to change of some teachers. 2- the professors: - The psychological challenges: in accepting as a teacher the replacement of traditional learning with online learning. - Student support, so that they become more autonomous while interacting with the student of the other class. - The challenges of a fair partnership between the two professors that not only becomes interconnected but also interdependent in academic matters. 3- the students: - Less time for building relationships - Low speed for decision-making - Lack of participation - Difference in time - Different leadership styles - Different visions about the same subject - Building trust among members of the virtual team Diversity being inherent in a cross-cultural exchange program, the priority measure to adopt in order to accommodate with the essential challenges of a COIL partnership would be: 'To collaborate equitably in the content and the form of the exchange course throughout the experience.'

Author: Gary Motteram

Institution: University of Manchester, UK

Author: Susan Dawson

Institution: University of Manchester

Author: Nazmi Al Masri

Institution: Islamic University of Gaza

Author: Marcus N'Goran

Institution: Côte d'Ivoire Association of Teachers of English as a Foreign Language

Type: Research paper

A sociocultural analysis of WhatsApp teacher communities in the global south

This paper presents a sociocultural analysis of two different attempts to create mobile phone-based teacher communities using the social media tool WhatsApp. The focus of both studies is countries in the global south facing a range of significant challenges. The first group consists of teachers from the Cote d'Ivoire Association of Teachers of English as a Foreign Language as part of a Project that was funded by the International Association of Teachers of English as a Foreign Language (IATEFL). This online community was set up to explore the roles that technology, particularly mobile technologies, might play in an exchange of ideas and practices around the use of technology in language education in Cote d'Ivoire. The second data set is from WhatsApp exchanges that occurred as a part of a joint project between the University of Manchester and the Islamic University of Gaza with the British Council in Jordan, IATEFL and a number of other NGOs, who became significant contributors to the project. Both data sets show the complexities of, and barriers to setting up and running such groups, but also the positive contribution to the life and work of teachers that could occur if relatively small changes were implemented.

Author: Elke Nissen
Institution: Lidilem, Université Grenoble Alpes, France
Author: Sarah Guth
Institution: University of Padova, Italy
Type: Research paper

Assessment within Virtual Exchange: a driving factor for student participation and engagement

Virtual Exchange (VE) and local course sessions form together a complex blended learning environment. Manifold factors influence the success and the achievement of the learning aims within the online exchange and the course (O'Dowd & Ritter, 2006; Helm, 2015).   One major driving factor of students' participation and engagement in VE appears to be what students are assessed on and how this is related to the online exchange. This is our hypothesis based on the observations made after a first year of a VE project entitled Telenta (TELecollaboration, ENglish and TAsk design) (Nissen 2017). It is consistent with Biggs' claim for an alignment of learning objectives, assessment and learning activities (Biggs & Tang, 2013), that also underpins O'Dowd's (2010) claim for an assessment within VE that is coherent with targeted learning outcomes.   Based on the first year's observations, we partly modified and homogenised student assessment in both of the two participating partner classes - 3rd-year future primary teachers on the one side, and 4th-year future e-learning designers on the other - for the current second year of our VE. The scope of our study will be to verify our hypothesis, through an analysis and a triangulation of the data streaming from this second year of our exchange. The gathered data are three reflective questionnaires the students filled in after the different VE tasks, a final questionnaire, reflective texts, student exchanges within a secret Facebook group, teacher observations and exchanges, and 3 interviews that will be carried out on each side (6 in total) with specific regard to our hypothesis. Initial results show a decrease in dropout on the Italian side where there was no assessment for the telecollaboration last year whereas this year students could use the experience as part of a compulsory language exam. However, in France, where the project and all its components are compulsory and assessed, students continue to point out a different level of student participation between the two partner institutions, and attribute this to remaining differences in assessment on both sides.

Author: Marina Orsini-Jones
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Author: Abraham Cerveró Carrascosa
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Type: Research paper

BMELTET: Blending MOOCs for English language teacher education with telecollaboration

Based on the outcomes of a MOOC (Massive Open Online Course)-blend project that received an English Language Teaching Research Award from the British Council in 2017, this paper reports on how the FutureLearn MOOC Becoming a Better Teacher was blended into English Language Teaching (ELT) university programmes in conjunction with telecollaboration. It discusses how the addition of a MOOC blend can enhance an online intercultural exchange by adding to it increased opportunities for social collaborative interaction on a global scale, while at the same time fostering the students' reflection on online learning and teaching to support their future teaching practice. It illustrates how participating students - 12 third year undergraduate student from Florida Universitària in Spain studying module Didàctica de la Llengua Estrangera I: anglés and 25 MA in English Language Teaching and Applied Linguistics students from Coventry University studying module Theories, Methods and Approaches of Language Learning and Teaching - participated in both synchronous and asynchronous exchanges on the MOOC content. The paper reports on the results of the project, that included a pre- and post-MOOC survey and compares its outcomes to those of related 'distributed flip' MOOC blend projects for ELT.

Author: Ana Oskoz
Institution: University of Maryland, Baltimore County (UMBC), USA
Author: Ana Gimeno
Institution: Universitat Politècnica de València, Spain
Type: Practice report

Telecollaboration and virtual exchange across disciplines: In service of social inclusion and global citizenship

This presentation focuses on an intercultural telecollaboration project between 12 higher intermediate learners of English enrolled in an Aerospace Engineering degree in Spain and 12 advanced learners of Spanish taking a Spanish history and culture subject for their major in a US university. The project took place during one semester and the subjects on both sides of the Atlantic were credit bearing and completely integrated into the course syllabus. In this presentation, the researchers will outline the project itself –focussing on a number of lessons learnt– and discuss findings deriving from the pre and post questionnaires that were completed by the students. The first of these focussed on learner pre-experience in such a telecollaboration project and on their subsequent expectations, whilst the post questionnaire dealt with learner satisfaction and means of improvement. The presenters will briefly discuss how each of the technologies used during the project potentially influenced its outcomes, especially in terms of a) improving the learners' digital literacies, and b) engaging in intercultural communication. To conclude, the presenters will illustrate how Appraisal Theory (Martin & White, 2005) can be applied to analyse intercultural discourse and depict how learners engage in evaluating cultural issues pertaining to both groups of learners' L1 and L2.

Author: Ana Oskoz
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Type: Research paper

Developing a community of inquiry in telecollaborative encounters

Research on telecollaboration shows benefits for language development (Hauck & Youngs, 2008), learner autonomy (O'Rourke, 2007), and intercultural communicative development (Fuchs, 2007). However, a critique of telecollaborative encounters is the use of 'safe' topics such as student life, culture, or sports to avoid communication breakdowns (Helm, 2013). As O'Dowd (2016) cautions, this may prevent learners from moving beyond information exchange and superficial cultural comparisons (Guth & Helm, 2010).   Following Helm's (2013) suggestion to add divisive and challenging topics to conversations, this presentation reports on an intercultural telecollaboration project between the US and Spain that aims to develop a community of inquiry, group of individuals connected by an academic purpose and who work collaboratively towards intended learning goals and outcomes (Garrison & Vaughan, 2008). Students' online forums were analysed by applying the social (Rourke, Anderson, Garrison, & Archer, 2001), cognitive (Garrison, Anderson, & Archer, 2001), and teaching presence codes (Anderson, Rourke, Garrison, & Archer 2001). Preliminary analysis of the data (ANOVAs) indicates that, besides working in a safe environment that promoted collaboration (social presence), L2 learners engaged in reflective interactions (cognitive presence) and exhibited behaviours that encouraged meaningful participation (teaching presence). The pedagogical implications of the project will also be reported.

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Institution: Carl von Ossietzky Universität Oldenburg, Germany
Author: Martin Stefl
Institution: Czech Technical University in Prague
Type: Research paper

Cultural diversity and the formation of professional identity: Exploring the potential of telecollaboration in foreign language education

In language learning contexts, telecollaboration has generally been understood as online communication between individuals with different cultural backgrounds, set in some institutionalized context and aiming at the development of intercultural communicative competence (Guth & Helm, 2010; Belz, 2006). One particular field in which the development of intercultural communicative competence is of special importance is foreign language teacher education. In order to successfully educate learners to become intercultural speakers, teachers need to have developed their own intercultural communicative competence in the first place. While telecollaboration can obviously provide them with a means for reaching that goal, it also has a more far-reaching potential to influence the formation of teachers' professional identities, i.e. frameworks that provide them with ideas how to do their work and how to understand their place in society (cf. Sachs, 2005: 15) which have been shown to shape the dispositions as well as classroom and professional development choices of teachers (Hammerness et al., 2005; Coldron & Smith, 1999). It has been widely accepted that the interplay of the cultural, social and political contexts in which individuals are embedded as well as their interaction with other individuals act as crucial factors that shape the development of teachers' professional identity (cf. Winograd, 2003). The aim of the study is therefore to explore the benefits and challenges associated with creating a culturally diverse platform for (pre-service) teachers through telecollaborative means, which allows them to engage in international communication with fellow (pre-service) teachers and to exchange their ideas on their (future) profession, which potentially shapes their professional identities. The data presented in the talk illustrate the early stages of that process and concentrate on the motivation of participants from three countries (Germany, Poland and Czech Republic) to engage in such intercultural communication with other (pre-service) teachers as well as on their pre-conceived notions and perceived (dis)advantages of telecollaboration applied in the context of teacher education. The results of the study carry implications for further attempts to implement telecollaboration for educational purposes that exceed language learning.

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Type: Practice report

Virtual exchange for educational inclusion of children with special educational needs in Polish schools

The competence of being able to communicate in foreign languages is regarded as one of eight key competences, also considered to be vital for effective functioning in the modern world. Polish state educational authorities have made efforts to address this need by making language learning part of school curriculum. Yet, language education in the case of children with special educational needs can pose a challenge for schools as teachers often lack appropriate specialist knowledge and skills to provide the learning environment that is conducive for learning in this group. As a result, children with special educational needs can be at an educational disadvantage, compared with traditional students. The paper sets out to present an international telecollaboration project that involves three universities: Pedagogical University of Cracow (Poland), Adam Mickiewicz University in Poznań (Poland), and University Cattolica del Sacro Cuore in Milan (Italy). The project engages two groups of Polish students – pre-service teachers of English (group 1) and French (group 2) – in a virtual exchange. The expected outcomes include – among others – increased awareness and competence among pre-service language teachers with regard to second/foreign language learning and educational inclusion of children with special educational needs in Polish state schools.

Author: Vincent Pradier
Institution: Paris-Dauphine University, France
Author: Philomena Meechan
Institution: University of Michigan, USA
Type: Practice report

Between freedom and constraints – design choices in a Franco-American TC project and their impacts on the dynamics of exchanges

In the context of a telecollaboration project between students at the Paris-Dauphine University in France (developing their skills and knowledge in English language) and students at the University of Michigan in the USA (developing theirs in French), our reflexion leads us to consider the details of the complex learning environment we set up and of their possible impacts on reciprocation between students. The question under study is that of the balance between freedom and constraints as a central element to the fostering of reciprocally enriching exchanges and qualitatively satisfying moments of mutual cultural and linguistic discovery. The degree of explicitness and the focus of task type (O'Dowd & Waire, 2009) is considered along the differences between the prescribed and the actual actions of individuals and collectives. Choosing to analyze our question in the theoretical framework of Complexity theories (Larsen-Freeman and Cameron, 2008) has lead us to collect various types of data during and after the project: student survey responses, audio recordings of oral presentations, interviews with students. These data help us to investigate the dynamics of students exchanges and to consider the importance of agency, reciprocity, openness and accountability in the success or failure of the challenging process of tele-collaborating.

Author: Patrice Prusko
Institution: Cornell University, USA
Author: Lorette Calix
Institution: SUNY Empire State College
Type: Practice report

Creating accessible international experiences

Participation in a study abroad experience provides an opportunity for students to develop cultural competencies and critical skills they need to be global citizens and marketable in the work force. Only a small percentage of students participate in study abroad programs and many groups are underrepresented. There is little diversity in race, gender and ethnicity nor access for non-traditional, lower socioeconomic groups, those with disabilities and first generation college students (Fischer, 2012). This presentation will discuss: the value of international experiences; obstacles for participation in international experiences (non-traditional age students with jobs, families; poverty; cultural or religious restrictions on women; physical disabilities; digital divide); the use of technology to create virtual international experiences that are more widely accessible Various models for incorporating accessible virtual international experiences into the curriculum; the value of virtual international experiences: research results; development of digital literacy. We will share examples of how the authors designed and led Globally Networked Learning Experiences (GNLE) that connected students from multiple countries, socio-economic levels, gender, race, and ethnicities. Results of faculty and student feedback will be shared demonstrating the perceived value of such experiences.

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Type: Practice report

Language acquisition through virtual exchanges and face-to-face contacts – How a real-life Tandem project resulted in new opportunities for language learning through the use of social media

In line with the ILV's policy towards a more hands-on approach to language acquisition, the Dutch department initiated the "Tandem project" in 2014-2015 in collaboration with the French department of the Modern Language Institute of the KU Leuven (our sister university in Dutch-speaking Belgium) . The project is based on the observation that real life practice is often the "black sheep" of language acquisition (certainly between Belgium's two main speech communities), an observation often highlighted by our students. We also believe that students should be empowered in their own education, rather than focus solely on in-class learning. The main benefits of the tandem project are manifold: increased motivation, autonomous learning, enhanced language control and fluency, and cultural exchanges, vital in a country like Belgium. However, as we are entering our fourth year of tandem, we have also observed that although our students mostly benefit from face-to-face interactions, they also often heavily rely on the use of social media. Without prompting, our students consistently resort to the use of Facebook, WhatsApp, Snapchat, and Skype for various interactions. During our presentation, we would like to discuss how new technologies can be - and are - used by our students as a complementary tool to face-to-face interaction.

Author: Malin Reljanovic Glimäng
Institution: Malmö University, Sweden
Type: Practice report

Single stories and intercultural insights in telecollaboration

This practice report is based on a telecollaboration carried out as a two-country teacher education partnership during fall semester, 2017. More specifically, this is a summary of insights gained and questions raised by the participating students on the Swedish side of the partnership, who were enrolled in a course focused on intercultural perspectives and internationalization in primary education and English teaching. In this course, the participating students evaluated the telecollaboration weekly through seminar discussions as well as process-writing for reflection portfolios. The student-produced material is the foundation for this presentation. Student evaluations of the project generated a range of questions, problems and suggestions linked to intercultural perspectives in telecollaboration. Different approaches to the concept of interculturality remained at the center of our discussions. On the one hand, the participants discovered the powerful potential of virtual exchange in fostering intercultural awareness. On the other, they identified and experienced the risks of perpetuating superficial or essentialist 'single stories' of the partners and their cultures. This report grapples with two intertwined questions: What are some reasons behind superficial tendencies in telecollaboration; and, in what ways might task design create opportunities for promoting intercultural competence?

Author: Julia Renner
Institution: University of Vienna, Austria
Type: Research paper

Vocabulary learning in Mandarin Chinese - German eTandems

The following research is part of a PhD study that investigates language learning in synchronous, audio-visual eTandems focusing on Mandarin Chinese as a target language. In doing so, the study adopts an emic perspective and triangulates self-reported data from learner diaries with recordings of actual eTandem conversations. This paper centers around the questions what the participants perceive to have learnt during the eTandem sessions and how these learning processes are interactively realised within the conversations. The analysis consisted of two steps: First, the learner diaries were examined using a deductive-inductive content analysis. The results showed that the participants perceived to have mostly improved their vocabulary as opposed other linguistic aspects such as grammar or pronunciation. In a second step, those parts of the conversations that included the negotiation of the vocabulary listed in the diaries, were analysed using conversation analysis. For the most part, the analysed sequences classify as instances of word searches during which a clear preference for self-repair is observable and peer-assistance of the expert speaker is only performed on request of the learner. The multimodal setting shows how the participants gaze plays a key-role in assessing the status of the word search.

Author: Mary Risner

Institution: University of Florida, USA

Type: Practice report

Implementing Telecollaboration in a Research 1 University in the U.S.: A Case Study

Virtual collaboration opportunities are increasing through a variety of academic organizations or platforms such as Unicollaboration, COIL, Soliya, Stevens Initiative, Empatico, etc. However, a hesitation to develop and participate in virtual exchange programs exists due to diverse challenges with implementation (Helm, 2015; O'Dowd, 2013). This is particularly true in institutions where research is the focus for faculty career advancement. This session will describe the results of varied attempts of one U.S.-based university to implement telecollaboration. Successes and challenges will be discussed as well as a recent exploratory survey with Latin Americanist faculty across disciplines on their interest and willingness to implement telecollaborative activities. A proposal of steps moving forward to incentivize virtual exchange on the campus and build a network with Latin American partners will be presented. Audience input on the plan will be encouraged.

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Author: Pedro Antonio Chala
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Author: Carlos Rico
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Type: Practice report

Virtual intercultural immersion programme: a task based learning approach and its application for assessment

In this paper we will report the analysis of the evolution of our Virtual Intercultural Immersion Programme (VIIP), and the evaluation of its use as a means of assessment. A joint project between the University of Warwick, England, and the Pontificia Universidad Javeriana, Colombia started in 2012 as an online language exchange where students from both countries could learn from each other about their cultures using the Spanish and English languages. The project evolved to be the now formal VIIP. With the use of a task based learning approach, we are looking towards the applicability of this programme for assessment through the following means: language e-portfolio where students research and reflect about a specific topic discussed during the exchange, an oral exam where students present a joint mini-project developed with their virtual partner. A pilot for e-portfolios has been successfully explored, with a consensus that this assessment gives flexibility to students and allows them to combine their intercultural experience with their linguistic knowledge. Now we will explore the oral exams, where students from both countries will work in a joint project and will present it and discuss it through a dialogue with their examiners at the end of the course.

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Institution: University of Lille 3, Centre Interuniversitaire de Recherche en Education de Lille
Author: Valérie Collige Neuenschwander
Institution: University of Louvain-la-Neuve, Institute of Modern Languages
Type: Research paper

'Tourist in my own host country ' – Blog writing as a springboard for social action. The example of comments on Bien! (Blog of the Interregion En Interaction!), cross-border project between the universities of Lille (France) and Louvain-la-Neuve (Belgium)

Web 2.0. is a space for communication and exchange, a place of writing that contributes to transforming " a former society based on written sources into a society of writing ' (Petitjean 2016: 97 - freely translated from French). Digital writing has been gradually integrated into classroom practices, particularly in language classrooms, as evidenced by didactic research (Desmet & Rivens Mompean, 2010; Moore & Molinié, 2012). This work shows that foreign language teachers are trying to take these new ways of producing the written word into account in order to develop learners' communicative language skills. Multimedia projects such as these promote interactions that generate social ties and the development of collaborative strategies. In this research, we are interested in how digital environment resources enable learners' language activities to make sense in social actions, through interactions on the BIEN! blog. between the universities of Lille and Louvain-la-Neuve (Rosen, 2017). We want to analyze the 'Commentary ' productions by adopting the multi-modal media literacy paradigm (Lebrun & Lacelle, 2014) and focusing on the hybridity of posted messages.

Author: Sandra Royer
Institution: Université Grenoble Alpes, France
Author: Patricia Couturas
Institution: Sussex University
Type: Practice report

Franco-British press review telecollaboration

Sussex University's Centre for Language Studies and Grenoble Alps University's Technological Institute started a telecollaboration partnership three years ago. Each year thirty-six students participate in a press review project (18 French-language students from Brighton and 18 English-language students from Grenoble).   Participants have an upper-intermediate to advanced level in the target language.   In preparation for a videoconference discussion, students work in teams of fours or fives to select, read and analyze articles related to a specific theme.   They then prepare an oral summary of the article to present to their counterparts and discuss it with them via a videoconference.   The videoconference is always scheduled to coincide with One World Week, a yearly event celebrating the cultural diversity of Sussex University.   During the videoconference, each of the four Grenoble teams partners up with one of the Brighton teams.   The paired-up teams take turns presenting and reacting to each other's articles. This task-based approach to learning languages motivates students and encourages them to use their critical thinking skills.   Through this intercultural exchange, students gain experience of collaboration, selection and feedback in the target language.   This paper and/or presentation will trace the planning and delivery of these sessions, highlighting the successful outcomes for students and opportunities for further development.

Author: H. Müge Satar
Institution: Newcastle University, UK
Author: Khadija El-Wakai
Institution: Newcastle University, UK
Type: Research paper

Telecollaborative exchanges for teacher training: Topic management and task design

Topic management is an important aspect of language learning, teaching and testing (e.g. Seedhouse & Supakorn, 2015). Yet it may pose several challenges in online telecollaborative exchanges due to differing frames of time, space and culture among the participants. This study aims to explore how topics are managed in online telecollaborative exchanges. Data were collected as part of a post-graduate TESOL CALL module in the UK. Teacher trainees (1) explored different tasks on the Uni-Collaboration.eu website, (2) designed a get-to-know-you task for a telecollaborative exchange typically involving a series of topics, (3) participated in and screen-recorded a 30-min one-to-one intercultural exchange via videoconferencing on the TalkAbroad website, and (4) wrote a reflection on how their task design and topic selection followed or deviated from their plans, as well as on what they gained from this activity as a teacher trainee. Following the principles of multimodal interaction analysis (Jewitt, Bezemer & O'Halloran, 2016), this presentation will address the following questions: How do teacher-trainees manage topic transitions in multimodal telecollaborative exchanges; are topic changes stepwise transitions or disjunctive shifts? Do multimodal resources (i.e. gaze, and gesture) play a role in topic management?

Author: Shannon Sauro
Institution: Malmö University, Sweden
Author: Robert O'Dowd
Institution: University of León
Author: Elana Spector-Cohen
Institution: Tel Aviv University
Type: Research paper

The influence of teacher intervention on quality of interaction in a telecollaboration

Telecollaboration has been criticised for a tendency to result in a superficial level of engagement with difference (Kramsch, 2014) and for limited success in the development of intercultural awareness (Kern, 2014; O'Dowd, 2006). While the internet has enabled educators to bring learners into contact with members of other cultural and linguistic communities with relative ease, it still remains unclear how this virtual contact should be structured and integrated into formal education in order to develop rich and productive learning experiences.   We argue that a key approach to improving telecollaboration effectiveness is found in teachers' support of students in their online interactions.   Accordingly, we explored the following: Does the active intervention of the teacher in telecollaboration influence the quality of interaction?   The intervention was carried out during a three-country teacher education partnership. Participants were organized into international groups: three treatment, and three comparison. Treatment groups received teacher intervention in the form of in-class mentoring that incorporated discussion questions, scenarios, and example strategies. Their online interactions were analyzed for quality using the linguistic and interactional features identified by Ware (2013) and compared with the non-treatment groups'.   Preliminary results hold implications for the design and implementation of teacher intervention in successful telecollaborations.

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Type: Practice report

Telecollaboration 2.0 – new directions in higher education

This paper reports on our experiences over three telecollaborations with student teachers of English as a lingua franca studying at two institutions: in Germany and in Israel. The first two projects were undertaken independently, and the last was undertaken within the framework of the Erasmus+ project EVALUATE. The aim of the virtual exchanges has been to provide experiential learning for the students to increase their self-efficacy in implementing their own future projects (Waldman & Harel 2015; Waldman & Harel, in print; Waldman, Harel, & Schwab, 2016). During the first two telecollaborations, student surveys showed positive impact on intercultural understanding and on the value of well-chosen digital tools. However a number of dilemmas persisted, especially the relatively poor quality of the students' products at the conclusion of the projects. In the most recent project, we enhanced personal working relations among the student collaborators by devoting synchronous work time through video-conferencing during the lessons and included a variety of digital tools. We also modified our model by adopting one of the EVALUATE project models. In this presentation, we will report on the impact of EVALUATE on our own work; incorporate our perspectives as well as the students', and conclude with a view of how we will proceed.

Author: Joerg Seifert
Institution: University of Warwick, UK
Type: Practice report

Google Plus communities: Virtual collaboration projects between Potsdam University Zessko (Zentralstelle für Sprachen und Schlüsselkompetenzen: Centre for Languages and Key Competencies) in Germany and the University of Warwick/Language Centre (UK)

I am in my fifth year of running virtual collaboration projects between Higher Education institutions in Germany and the University of Warwick (Language Centre) UK. The collaborations encourage students to be producers of knowledge whilst enhancing their international and intercultural awareness. Students are encouraged to develop a deeper understanding of a variety of significant cultural experiences and acquire the ability to negotiate cultural meanings. They are encouraged to engage in autonomous exploration of culture, reflect on their own cultural background and acquire an open mind. They simultaneously develop linguistic and transcultural communication skills as they work in bilingual teams to perform a variety of student-led research tasks.   The platform used for these virtual exchange projects is Google Plus, a tool, which, over the past years has proven to be reliable and user-friendly, if not entirely without controversy among staff and students. Among the benefits of this tool is the fact that it is cost-free for institutions and individuals, and that the students' ability to navigate this tool forms part of the soft skills set that potential employers view as desirable assets.   The talk will present aspects of these virtual communities, reflect on key findings from collaboration projects, and will examine the validity of virtual collaboration projects for Institution-Wide-Language Programme (IWLP) students in relation to employability and internationalisation as strategic areas within the Higher Education sector in the UK, as well as in relation to post-Brexit global citizenship, and digital literacy.

Author: Ana Sevilla-Pavón
Institution: Universitat de València, Spain
Author: Anna Nicolaou
Institution: Cyprus University of Technology, Cyprus
Type: Research paper

Saying 'YES' to telecollaborative community engagement: CUT-UV 'Youth Entrepreneurship for Society'

This paper discusses the design and implementation of the YES (Youth Entrepreneurship for Society) telecollaborative project which aimed at developing tertiary education Business students' intercultural communicative competence and critical 21st century skills, as well as fostering social entrepreneurship and community engagement. The project connected English for Specific Purposes (ESP) university students from diverse cultural backgrounds who used a shared lingua franca (English) in order to communicate and collaborate within a project situated in an authentic, real-life learning context. The YES project was an attempt to extend ESP learning beyond the classroom walls; hence, it included online interaction among geographically dispersed students in Cyprus and Spain as well as engagement with local Non-Profit Organizations (NGOs). The project was designed according to the social constructivist approach with an ecological perspective. Students were involved in a series of purposeful and meaningful tasks, including a real (not realistic) problem-solving entrepreneurship activity aiming at addressing a specific community social problem through the development of a sustainable and feasible business solution. The YES telecollaborative project offered students a unique, motivational learning experience that allowed them to develop language and entrepreneurial skills as well as enhance responsible citizenship and a global outlook of current social challenges.

Author: Ana Sevilla-Pavón
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Author: Constanza Rojas-Primus
Institution: Kwantlen Polytechnic University, Canada
Type: Research paper

Exploring the development of 21st century competences in L1 and L2 telecollaborative projects

One of the most promising educational approaches resulting from the advent of Web 2.0 in terms of communication and interaction is online intercultural exchange (OIE) or telecollaboration. Many of the benefits of OIE have been extensively explored in the literature and numerous studies have been carried out. However, very few studies have looked into differences and/or similarities between OIE in L1 (mother tongue/culture) and L2 (foreign tongue/culture) and OIE in L2 as a lingua franca as far as the development of 21st century competences is concerned. This presentation addresses this gap by exploring and comparing the development of: language competences; intercultural competences; digital competences; learner autonomy; and teamwork abilities during a telecollaborative project carried out in Fall 2017 between students of Intermediate Spanish from KPU (Kwantlen Polytechnic University, Canada) and students of Upper-Intermediate English for Business from UV (Universitat de València, Spain). A collaborative model was also followed by international students who were participating in a mobility exchange at UV. Quantitative and qualitative data were gathered via pre and post questionnaires and focus group sessions respectively. In this presentation we will compare the data in relation to a) hybrid models of OIE where L1 and L2 either as a foreign tongue/culture or as a lingua franca were used, and b) between KPU-UV students' telecollaboration and international UV students' collaboration.

Author: Nicole Keng

Institution: University of Vaasa

Type: Research paper

Writing across borders: An online collaboration

Online International Learning (OIL) can embed soft skills into the academic curriculum and provide students and staff with an opportunity to interact with their counterparts internationally. This pilot study aims to evaluate how telecollaborative writing tasks between the UK and Finnish students by an online platform can benefit both students' learning experience in academic writing and contribute to EAP curriculum and material design. In the study, there are two groups of learners in different geographical contexts, Finland and the UK. The Finland-based students are mostly Finnish, while those studying in the UK are almost all from China. In both cases, the target language is English. The students in Finland worked in pairs to create authentic case study materials, and the students in the UK, in what we characterize as 'stimulus writing ', produced reports based on the case studies they had been given. Questionnaires were employed to collect quantitative results showing students' perceptions towards the task. Feedback from the students was positive, and they expressed an interest in direct interaction with the other cohort. While this was not possible, for logistical reasons, in this pilot study, we plan to implement this in future iterations of the project.

Author: Daniel Stanford
Institution: DePaul University, USA
Type: Practice report

Improving professional development for virtual exchange: Lessons from five years of faculty training and support

In 2013, DePaul University launched its COIL/virtual exchange initiative, called Global Learning Experience (GLE), and its corresponding faculty training program. The training program leverages existing synergies between the offices of Global Engagement, Faculty Instructional Technology Services, and the university-wide Comprehensive Internationalization Committee. Since its inception, 10 training sessions have been held (two per year), 158 faculty have been trained, 45 formal proposals for GLE courses have been submitted for review, and 44 courses with GLE components have been offered involving over 800 students. Participants have consistently rated the training program as highly effective and a growing number of faculty have chosen to incorporate GLE projects into their courses beyond their initial pilot course offerings. In this session, attendees will learn key lessons from the past five years of faculty and staff development for DePaul's Global Learning Experience initiative. Attendees will be able to identify common pitfalls in establishing and expanding faculty development programs and identify the essential skills, responsibilities, and training needs for instructional support staff. Interactive activities will allow audience members to create a plan for establishing or improving faculty and staff development at their institutions.

Author: Martin Štefl

Institution: MIAS CTU in Prague

Type: Practice report

Virtual exchange across disciplines: Telecollaboration, content & language learning, and the question of asymmetrical task design

The growing importance of combining content and language learning in higher education (Wilkinson & Walsh, 2015) naturally brings new challenges to teachers and educators. One of these challenges is the problem/question of incorporating telecollaboration into a language course which combines content and specific skill training. Considering "the wide variety of tasks and task designs that are used in foreign language telecollaboration" (O'Dowd & Waire, 2017, 175), the proposed paper discusses the risks and perils as well as learning outcomes of such an "asymmetric" telecollaboration, focusing on an online intercultural exchange which took place between students of a traditional BE class and a specialised class of Business Networking in the two previous semesters at the MIAS School of Business, CTU Prague. The discussion focuses on the asymmetry of task-design and necessary adjustments to the telecollaborative project on both "sides" of the telecollaboration. The results of the discussion and perceptions of the students taking part in the asymmetric telecollaboration are compared with the feedback provided by students who participated in the same telecollaborative project under "symmetrical" circumstances, i.e. in a telecollaboration between two standard BE classes.

Author: Jean-François Vuylsteke
Institution: EPHEC Brussels, Belgium
Type: Round table discussion

Different approaches to telecollaboration – the fruit of 4 different experiences

I would like to share my experience in telecollaboration through 4 experiments launched between EPHEC and partner schools /universities for the last 2 years. Show the differences in the 4 approaches experimented and focus on the personal challenge it represents together with the outcome for the participants. 2 of the projects are language tandem projects (one in Dutch and one in English) the other two are about telecollaboration projects in the English language on 2 different topics: recruitment and cross-cultural communication. The number of students involved in the different projects are respectively 12, 80, 25 and 150.   The objective would be to have a workshop /round table discussion about the problems met and solutions found to make the different things happen. Let's hope you will find this contribution interesting enough to be selected.

Author: Naomi Wahls
Institution: University of Colorado Denver and Open Universiteit, USA
Author: Alisher Abidjanov
Institution: Uzbek State University of World Languages, Vanderbilt University
Author: Chrissi Nerantzi
Institution: Centre for Excellence in Learning and Teaching, Manchester Metropolitan University, UK
Type: Research paper

Intercultural competency through VIEs, Massive Open Online Courses (MOOCs), and Open Educational Practices (OEP) in Uzbekistan

Countries have different technology needs for education. Intercultural competency is important for Virtual International Exchanges (VIEs). In the Fall 2017, Uzbekistan interacted with the University of Colorado Boulder in their first VIE between Russian and English classes and found time zone and technology challenges. The VIE was scheduled to include a MOOC, but challenges prevented the VIE from residing inside the U.S. MOOC through groups and social media. Instead the VIE utilized Canvas and WhatsApp. Concepts of Open Education Resources (OER) differ throughout the world. This spring semester an UNESCO project was approved for language teacher education in Uzbekistan that will include VIEs an online course, and OER. Challenges of VIEs, technologies used in VIEs, teacher training for VIEs, and framework of intercultural competency between participants will be discussed.

Author: Jue Wang-Szilas
Institution: Université de Genève PLIDAM, Inalco (Institut national des langues et civilisations orientales), Switzerland
Type: Research paper

Integrating eTandem in foreign language-culture education: interaction between learners and institutional dynamic in a Sino-French university online course

Based on a Chinese--French eTandem course initiated and developed by the University of Geneva (Switzerland) and the University of Hubei (China) over five years, this research tackles two issues: instructional design of the course and co-construction of competences through the realization of the roles of expert (native speaker) and learner (non-native speaker). On the one hand, our research shows that the course design should take into account the influence of the institutional requirements, teaching methods and the educational cultures on students' motivation, strategies, and performance. On the other hand, we analyse interactions between learners, which present varying organisational styles. Thanks to the institutionalisation of the eTandem course, the « didactical characteristics » identified in their interaction mobilizes technological and intercultural resources related to the learning process. We show particularly how problem--solving strategies (negotiation of meaning and form) are extended and enriched by new technologies.

Author: Se Jeong Yang
Institution: Bradley University
Type: Research paper

Becoming a global citizen through telecollaboration

Although many studies showed that second language (L2) learners in telecollaborative projects improved L2 skills and cultural knowledge (O'Dowd, 2005), little is known about relationships among L2 learners' identities, L2 skills, and intercultural knowledge in a telecollaborative context. Thus, the current study attempted to fill this gap by addressing the following questions: 1) How do L2 learners construct their identities, develop their L2 skills and intercultural knowledge? 2) Is there any relationships among identities, L2 skills, and intercultural knowledge? If so, what are the relationships? This qualitative study paired up Korean English learners and native English speakers (eight pairs altogether). For 11 weeks, participants involved in weekly tasks using blogging and chatting. Data were transcribed, organized, and analyzed to find key themes using discourse analysis (Potter & Wetherell, 1987). Findings suggest that technological affordances and use of both first- and second languages in a bilingual online community allowed them to reformulate identities which helped learners co-construct linguistic and intercultural knowledge. Theoretical and pedagogical implications include a plurilingual approach to L2 by decontextualizing L2 in a way that enables learners to be empowered through valuing them as valid contributors to a learning community where they reposition themselves as global citizens.

Author: Rose van der Zwaard
Institution: University of Amsterdam, Netherlands
Author: Anne Bannink
Institution: University of Amsterdam, Netherlands
Type: Research paper

Reversal of participation roles in NS-NNS synchronous telecollaboration: When the NS is the apprentice and the NNS the expert

In this presentation we aim to shed light on participant response to interactional problems during a culturally-embedded NS-NNS telecollaboration task, where learner and expert participant roles are reversed (change of footing). In particular, we focus on whether those roles correspond to interactional behaviours as described in the seminal Long (1983) and Varonis and Gass (1985)-paradigms of interactional behaviour. For our study, 22 NS-NNS (English-Dutch) dyads telecollaborated on a task on the cultural jokes and humors of their respective countries, using both Skype video and written chat, in which the NSs were cast in the role of apprentices, and the NNSs in the role of cultural experts. Our data reveal that the NNSs tend to use the same tactics and strategies to avoid and repair conversational trouble as described as NS interactional conduct by Long. In their turn, in their learner participant roles, the NSs were reluctant to initiate repair after a communication breakdown. We conclude that the dichotomy between NS and NNS does not do justice to the complex, emerging participant roles and identities that become interactionally salient in a telecollaboration environment. This study contributes to an understanding of processes related to L2 learning in a synchronous computer-mediated telecollaborative environment.

Author: Magdalena Zehetgruber

Institution: University of Upper Alsace Mulhouse, France
Authors: Nina Kulovics
Institution: University of Upper Alsace Mulhouse, France
Type: Practice report

E-DanUbeCATION – virtual border crossing following a river

At the German department of the University of Upper Alsace in Mulhouse, we are currently working with our students on a project on the Danube. Using the image of that river flowing through ten different European countries, we invite our students to follow its connecting spirit and to cross boundaries. Within the project our students get into touch with German students at the Comenius University in Bratislava as well as with French students at the University of Vienna. Together with their virtual partners, students develop autonomous projects on different questions related to the Danube projects' aims: overcoming boundaries and barriers discussing "national", "European" or "global" identity, discovering the role of the Danube in past and present, parallels and differences etc. Apart from linguistic goals – the main language of the exchange situation being German –, the project's objective is to foster learner's autonomy by using means of telecollaboration and virtual exchange. Therefore, we do not necessarily impose one means of communication on them but let our students themselves become agents of their telecollaboration experience. In our practice report, we will present the outcome of this ongoing project and show ways of autonomous telecollaboration between students from different educational backgrounds.