

## Telecollaborative Exchange and its Role in Intercultural Education

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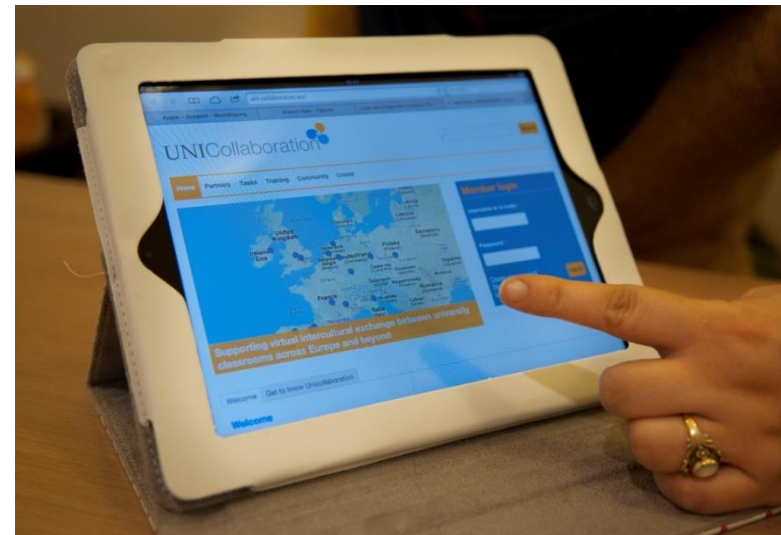
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**ECML Kontaktpunkt Danmarks  
Sprogkonference 2016**



## Presentation Outline

- What is telecollaboration?
- How does telecollaboration usually work in classrooms?
- What makes a good intercultural task in telecollaboration?



- All the links and resources you see here today can be found in this Google Collection:
- <https://plus.google.com/u/0/collection/0kth3>



## What skills do our students need in 21st century?

- *Foreign Language competence*
- *Global citizenship* - graduates who will be able to live and work in the globalised world (de Wit, 2016, p. 75).
  - *Intercultural Competence*
  - *Global civic engagement*- “Responsible global citizens will be **committed to action** locally and globally in the interests of others...” (Leask, 2015, p. 60).
- *Digital Competence* – the confident, critical and creative use of ICT to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society. (Ferrari, 2013 – *A Framework for Developing and Understanding Digital Competence in Europe*).

## NEWS

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## Pisa tests to include 'global skills' and cultural awareness

By Andreas Schleicher  
OECD education director

🕒 27 May 2016 | [Business](#)

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<http://www.bbc.com/news/business-36343602>

*Common European Framework  
of Reference for Languages:  
Learning, teaching, assessment*



Modern Languages Division, Strasbourg

CAMBRIDGE  
UNIVERSITY PRESS

## COMPETENCES FOR DEMOCRATIC CULTURE

Living together as equals  
in culturally diverse  
democratic societies



## How should we develop these skills?

**“In 2020, at least 20%\_of those graduating in the European Higher Education Area should have had a study or training period abroad.”**

[Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven and Louvain-la-Neuve, 28-29 April 2009]

- The current rate of mobility in Europe?
- 4% -5%
- The current rate of mobility in your universities and schools?

**European Commission Report: “European Higher Education in the world”:**

**“...internationalisation should ensure that the large majority of learners who are not mobile... are nonetheless able to acquire the international skills required in a globalised world (2013:6)”**

**But how should this be done?**



## Can Telecollaboration help?

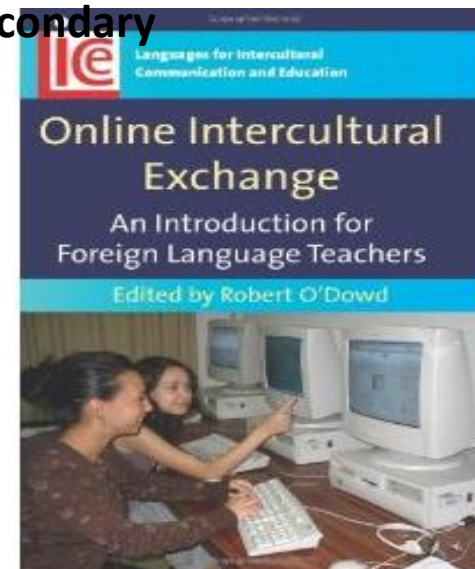
The engagement of groups of students in **online intercultural interaction and collaboration**...

with **partner classes** from other cultural contexts or geographical locations....

**under the guidance of educators** and/or expert facilitators (**Lewis & O'Dowd, 2015**).

### What's in a name?

- **OIE (Online Intercultural Exchange)**
- **Virtual Exchange – Soliya / EU**
- **COIL (Collaborative Online International Learning) - SUNY**
- **Internet-mediated Intercultural Foreign Language Education (Belz & Thorne)**
- **eTandem (Europe)/ Teletandem (Brazil)**
- **eTwinning / ePals (secondary education)**





## eTandem Europa

<http://www.cisi.unito.it/tandem/etandem/>

- Two **native speakers** of different languages communicate together with the aim of learning the other's language (e.g. Spanish-English)
- **Partners provide feedback** on content and foreign language performance
- **Teacher's role is limited** – learners keep a diary and/or portfolio of their work



## An example of an American-Spanish e-tandem

Hey Pablo!

It was great to receive your letter. I was so happy to see that you responded to my questions. Thank you. Your responses were very informative and definitely showed me that family life in Spain was not all I'd expected it to be (I was surprised, for example, that your family is not religious. I assumed that most families in Spain are, and I'm sure you have many assumptions about life in America as well).

Your English is very good. There are only a few suggestions that I have to correct it. Some of your sentences are too long, and would make more sense if you separated them into two or three sentences instead. For example, "My parents are not divorced in Spain there are very few cases of divorced" could be rewritten as "My parents are not divorced. In Spain there are very few cases of divorce." Your letter was great and made sense despite these things. Good work.

Las fiestas en the ciudad de Nueva York son muy locas y emocionantes. Voy a las discotecas con mis amigas los jueves, los viernes, o los sabados. Vamos a los bars tambien. Nosotros volvemos a nos salons de dormitorio a las cuatro de la manana. Queremos bailar a las discotecas. Necesita tener veintiuno anos por beber el alcohol pero la mayoria de estudiantes en las universidades tenen los "fake IDs" y ellos beben el alcohol. ...

No sabo mucho de Espana. Sabo que hay un museo de Guggenheim en Bilbao y sabo que hay muchos castillos bonitos. Que sabes de los Estados Unidos? Como es la fiesta en Espana? Elena

Simultaneous teletandem sessions between Georgetown University (USA), Universidad Autonoma de Mexico (Mexico) and UNESP - Universidade Estadual Paulista (Brazil)



## The *Cultura* Model

<http://cultura.mit.edu/>

### The Cultura Exchanges Site



#### Home

Welcome to the Cultura Site. It is intended for you all: visitors, teachers or researchers: whether you just heard about this project and want to learn more about it, whether you want to set up your own exchange, or whether you just want to access the archives.

If you have just heard about this project and want to find out more, we suggest you start with: [What is Cultura?](#) and [Methodology](#), then check the [FAQs](#), the [Teachers' Guide](#), as well as published [Articles](#) on the project.

## Questionnaires for both groups in mother tongue

Instructions:

What other words do you associate with each of the following?

For each word, write the first two or three free associations that come to you mind (they can be nouns, verbs, adjective).  
Please separate the words by commas.

NOTE: the answers to the above surveys will remain strictly anonymous.

Religion

God

Homosexual marriages

Bull fighting

Spain

Hispanic

USA

Instructions:

Please finish the following sentences.

You may write more than one answer for each sentence if you wish, but separate them with commas.

NOTE: the answers to the above surveys will remain strictly anonymous.

The role of religion in schools should be...

A polite person is someone who...

A good citizen is one who...

A good politician is one who...



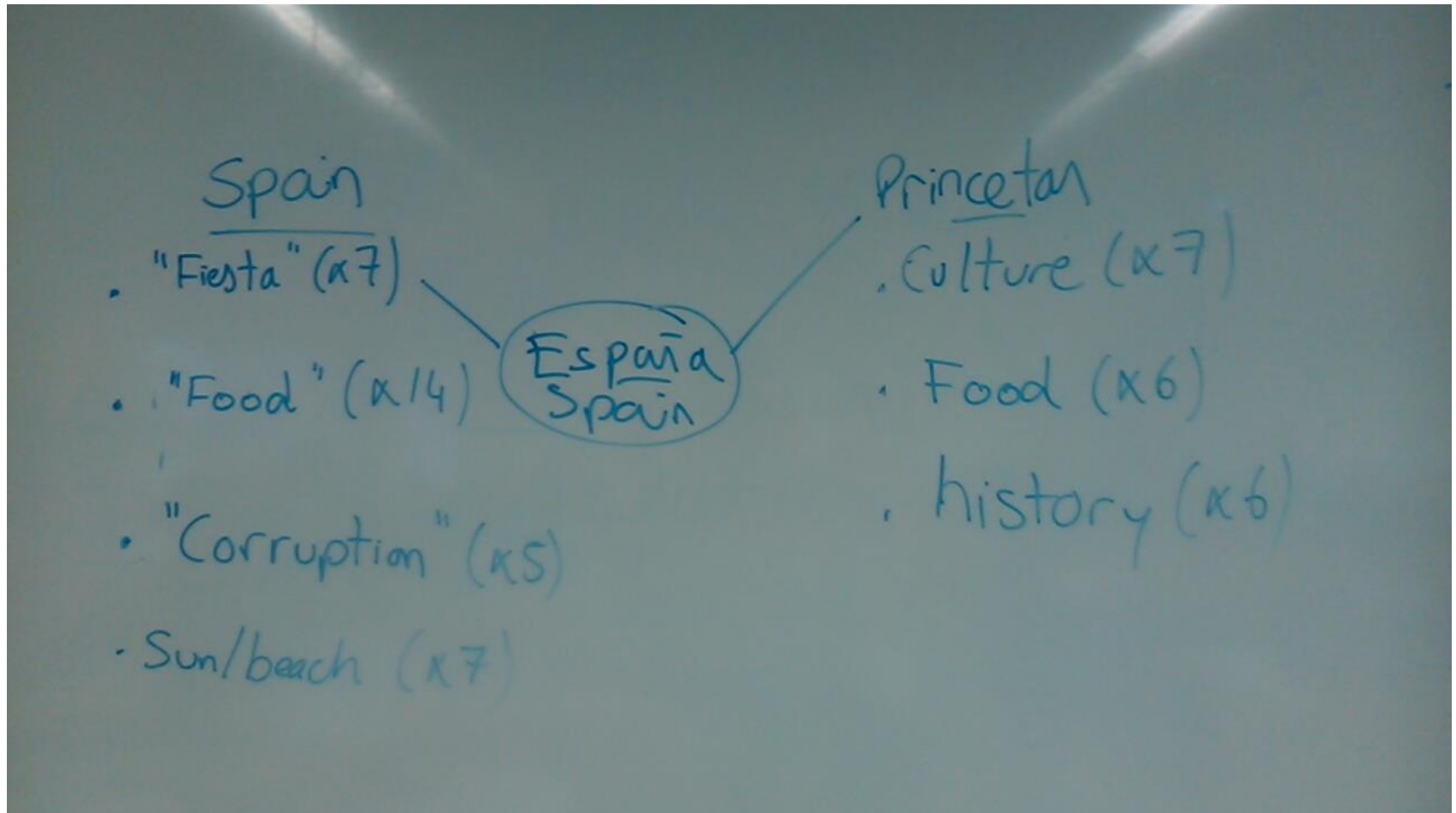
## Answers to the Questionnaires

Las respuestas de los estudiantes de León están en la columna de la izquierda; las de los estudiantes de Princeton, en la de la derecha.

### UNITED STATES

obama, comida basura, militares	Flag, America, Southerners
Obama, comida rápida, patriotismo	Hope, Confidence, Strength
bandera, Obama, NY	American, patriotism, free
hamburguesa	America, country, Freedom
armas, cañón del Colorado, libertad	Freedom, Democracy, Possibilities
rascacielos, comida basura, patriotismo	Freedom, Home, Diverse
rascacielos, comida basura, patriotismo	diversity, freedom, powerful
Nueva York, animadoras, fútbol americano	citizen
multicultural, hamburguesas, libertad	home, safe, big
bandera, patriotismo, sandwich	America, Freedom, Immigration
NBA, Nike , Hollywood	country, federation, power
Obama, fast food, patriotism	diverse, proud, powerful
Obama, fútbol americano, tecnología	Red, Patriot, Obama
fashion	Dream, Desire, Faith
Hamburguesas, Nueva York, bandera estadounidense	home, large, diverse
Obama, Empire State, Nueva York.	Patriotic, powerful, politics

## Analysis in class





## Written Discussion Forums –asking for clarifications of the questionnaires

- **Student 1 from Spain:** Most of our words used to describe the United States are: *fast food*, *Obama* and *patriotism*. Are you surprised with our answers?
- **Student 1 from Princeton:** Hi! I am particularly interested in the theme of fast food. This past summer I recognized how many fast food chains exist in Spain, such as Burger King and McDonald's. From my experiences with friends..., I had heard of students who eat fast food quite regularly that were not US citizens. It is intriguing for me to see how many people responded with the impression of fast food or junk food when hearing the word United States.

## Two students' reactions...

Student 1: These months sharing opinions **have given us a very different view of the United States**, which we had idealized, and that, from this we have taken note that are not so different to our countries and that **American films us had deceived with respect to reality**. The most important thing I've learned in this Exchange has been **not to judge a society without first speaking with one of its citizens...**

Student 2: I really enjoyed meeting new people and talk with them. I think it was a good experience. I also think that learning English **with this online exchange is fun for people who don't like English grammar and it is an alternative way of learning English.**

What makes a good telecollaborative task for intercultural learning?



## **Principle 1: A good telecollaborative task ...provides opportunities for students to develop the skills of Online Intercultural Communication**

- **A German student writes this opening message to her new partner in Ireland:**
- Hello, how are you? I study English and history and I want to become a teacher. This term we do some cultural studies concerning Ireland and I very interested in it because I actually do not know much about it.
- Now I would like to ask you some questions.  
Do you live in Northern or in Southern Ireland? How many people live in your town? Are you a Catholic or a Protestant? I have heard that regular churchgoing declines more and more in your country-is it true?
- What are you doing in your free time? Do you often go to pubs? What do you think about Germans? Irish people have the reputation of being very indirect and polite in their speaking style. I have read that there was an enormous economic change in Ireland.
- How have you or your parents experienced the social and economic change in the past 20 years?
- That's all for now. I am looking forward to hearing from you!

Create a blog to introduce your culture to partner classes in Germany and Israel...

## LION PARTY HARD. YAYYYYYYYY

All the teenagers in the world love partying, so let's show you how we do in León, Spain. Enjoy!

Thursday, October 18, 2012

**Hi everyone!** We're three girls who are studying in the University of León, in Spain. Our names are Ángela, Beatriz and Paula and we're 18 years old. We choose this topic because in those days everyone has a busy life and it's necessary have party in our lives for cheering up ourselves. Spain has an incredible reputation about having fun and vacations, in León we respect good traditions. In this blog we'll show you everything you can do here and the way we enjoy our city: this is an invitation to come here, if we convince you. Besides partying we have other ways of enjoy León, for example excellent food, yuummy! And an interesting history about our city: yes, we have to give a good impression too.



### Blog Archive

▼ 2012 (1)

▼ October (1)

Hi everyone! We're three girls who are studying in...

### About Me

 LION PARTY HARD

[View my complete profile](#)

## ***Principle 2: A good Telecollaborative Task... goes beyond superficial self-presentation and exchange***

- Typical Telecollaborative tasks:
  - This task allows the partners to prepare a powerpoint presentation about **places to go out at night** in their hometown.
  - This task aims to have students explore and reflect on **stereotypes...**
  - Students have to post an image to the forum that exemplifies **an aspect of their daily routine.**
  - This presentation task allows the telecollaborative partners **to speak about their daily lives** by producing a video or a commented slideshow.
- Kramsch and Ware (2005): “**the illusion of commonality**”:
- Spanish Student 1: “I will say that I liked the exchange very much and that Missouri students looked like very nice people. I talked to them about my city and about theirs and *it was nice to see that there are little differences but not as much as I thought.*”
- Spanish Student 2: “To my mind, *we aren't too different, both of us like sports, music and spending time with our friends.* We have different lifestyles but the same goal: helping people with our jobs.”

## *Developing tasks that lead to genuine collaboration and interaction*

- Challenge students to **go beyond simply exchanging information** and to actually collaborate in **the co-elaboration of projects or products**:
- Allport (1958!!!): “The nub of the matter seems to be that contact must reach below the surface in order to be effective in altering prejudice. ***Only the type of contact that leads people to do things together*** is likely to result in changed attitudes.”
- Guth and Robin (2015): “Tasks must be designed so that **students depend on one another to complete the task**. For example, rather than having students write a collaborative essay in which each individual writes his or her own part and adds it to the whole, students could be asked to carry out interviews locally, which are then shared with their peers and interpreted through online discussion and edited jointly.”



- **Example 1: Environment project - Argentina – Denmark exchange (10-11 year olds)**
- **Phase 1:**
  - The children identified 'green crimes' in their schools and in their communities - They drew or videotaped these crimes and uploaded their drawings and videos to their virtual platform.
  - They carried out a survey among family members and friends regarding their environmental habits, uploaded results to the platform and discussed them with their partners.
- **Phase 2:**
  - The Argentinian and Danish children collaboratively designed posters to raise awareness of environmental issues. They collaborate using Skype and the chat option in the platform. Working in mixed groups, they decided on the purpose, content and language(s) of the poster.
- **Phase 3:**
  - The children in each country **took action locally** by carrying out civic actions in their communities. The Argentinians were interviewed by a local journalist and the collaborative posters appeared in the local newspaper.
  - In Denmark, students put up the collaborative posters in their school and their community; they contacted Greenpeace and the local newspaper.

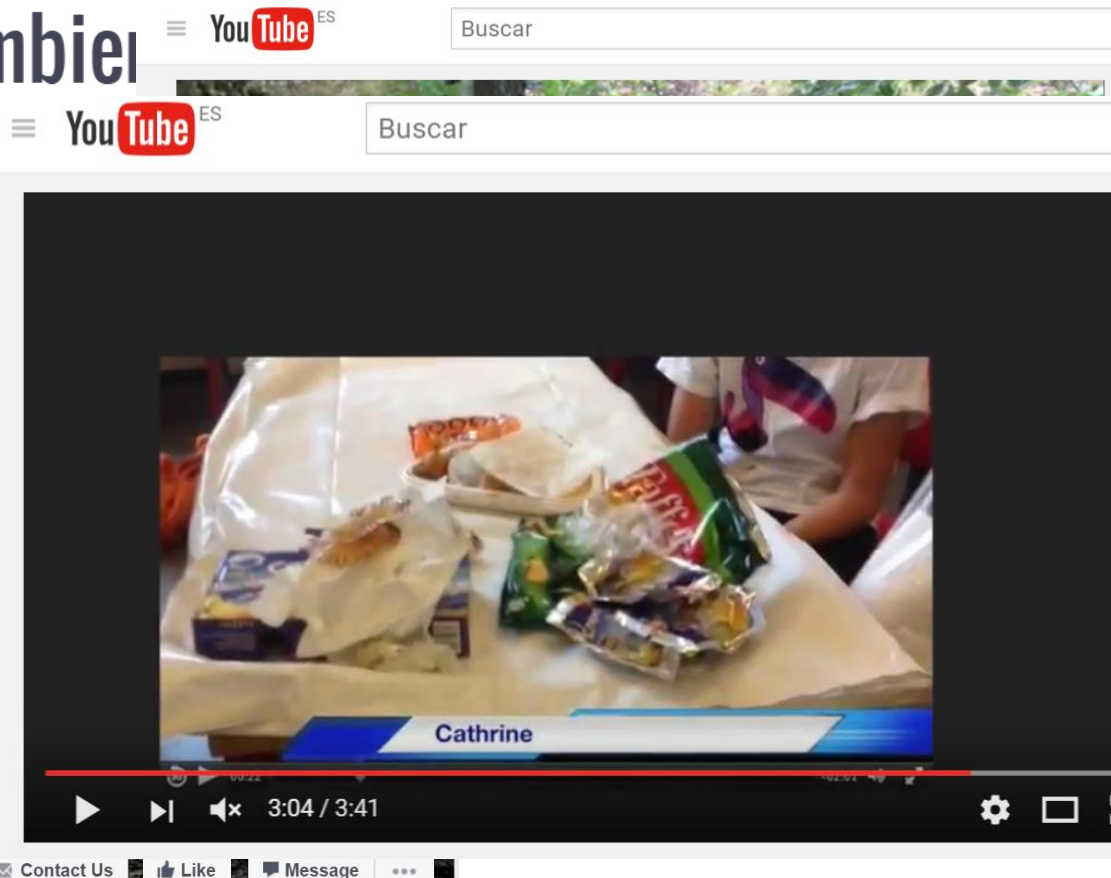
<https://www.youtube.com/watch?v=3CRboXq2yZs>

INICIATIVA EN LA ESCUELA ANEXA

# Alumnos de La Plata y Dinamarca se abrazan por el medio ambiente

Lo hacen en el marco de un proyecto de enseñanza de inglés

Salirse del esquema de enseñanza tradicional puede arrojar resultados. Lo aseguran en la Escuela Anexa, donde en el segundo año de Inglés para 60 alumnos de la institución fueron mucho más que si



*Ecological and intercultural citizenship in the primary English as a foreign language (EFL) classroom: an online project in Argentina*  
Melina Porto (2014)

## Example 2: Porto (2014): *British/Argentinian Action research project on the Malvinas/Falklands conflict*



**The first stage:** Introductions and attitudes towards the war discussed online together

**The second stage:**

Dialogic and cooperative work online - collaboratively create an advertisement for peace

Interviews with war veterans and sharing videos online

**The final stage:** students became involved in civic action in their local communities -

Students planned and taught lessons about the war in diverse educational settings

Students created awareness-raising leaflets about the war, which they distributed in their city

## *Principle 3: A good Telecollaborative Task...* **should introduce learners to online intercultural interaction step by step:**

- Theme: **Immigration and the Refugee Crisis**
- **Step 1:** Exchange messages with your partners discussing the following issues in your local towns or cities:
  - Are there many people from other countries living in your local town?
  - Where do they come from? How long have they been living here?
  - Do you think they are successfully integrated into your country?
- **Step 2:** You should now think about how people from your country have moved to other countries - either in recent times or in history. Discuss the following with your partner:
  - Has any of your family ever moved to another country? If so, why? How was their experience?
  - In your country has there been a tradition of people moving abroad? Maybe in a certain period of history? Tell your partner about this.
- **Step 3:** Working together with your online partners, create a powerpoint or [Google slides](#) presentation on the topic “Finding new homes: Two stories of emigration in our homelands”. The presentation should show how you and your partners’ countries have been affected by emigration - either recently or in the past.

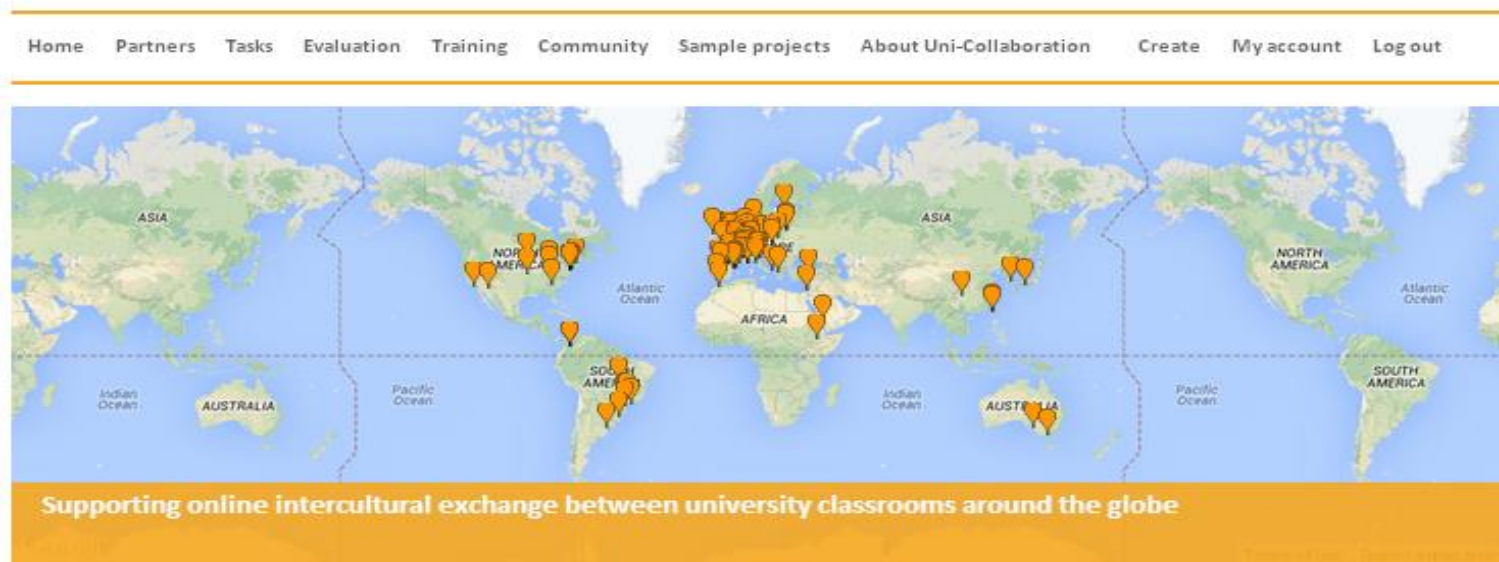
## ***Principle 4: A good Telecollaborative Task...provides opportunities for reflection on and discussion about the online interaction***

- Chun (2015, p.13): “...it is essential for teachers to help students to go beyond comprehending the surface meaning of words and sentences in order to understand what their intercultural partners are writing”
- Students in Germany were asked about this email from a US student:
  - How do you react when you read this e-mail?
  - What questions could you ask this girl to better understand her cultural background?
- “I guess I'll just tell you about myself. I've grown up in Simpsonville, SC. It's a small town, but it's fairly close to a lot of big cities. I love it. It was a lot of fun growing up. I ran track and cross country through my middle and high school years and year at Bowling Green State University before transferring to Clemson. I work for an East Coast Hockey League team called the Greenville Grrrowl. I work in media relation and public relations. I love it. I'm in my third season working for the team and I hope to get hired on full time after I graduate. I have a boyfriend that I've been dating for a year and 6 months. We met at church. We hope to get married next December.”

- One German student's reaction:
- Somebody else in class wondered how she could have met her boyfriend in church, something that here in Germany probably would not happen any more, and I got to know that church in America is obviously something different than here (and that she therefore must not be a shy, traditional American girl). The point is that she simply has a culturally different background to me, and this cultural background of hers might throw a different light on the other things she said.



# Join UNICollaboration.eu: the Home of Telecollaborative Exchange for University Classrooms



Welcome Get to know Unicollaboration

## Welcome

This platform is aimed at supporting university educators and mobility coordinators to organise and run online intercultural exchanges for their students. In these exchanges, students from universities in different countries collaborate together using online communication tools to carry out collaborative projects and to learn about each other's language and culture. By taking part in such projects, students can develop foreign language skills, intercultural awareness, electronic literacies as well as learning more about their particular subject area.

If you are a teacher working at a university in Europe or elsewhere, this platform will help you to find partner teachers and classes in other countries, to read about tasks, successful projects and evaluation tools and to exchange questions and experiences with an experienced community of practitioners.



If you choose 'classes' then you'll be able to search or browse a list of classes which are interested in taking part in online exchange projects...

### Classes Search

Language

- Any - ▼

Country

- Any - ▼

CEFR level

☐ A1

☐ A2

☐ B1

☐ B2

☐ C1

☐ C2

☐ Other

Keyword

Still available?

☒ - Any -

☐ Yes

☐ No




## Classes

Here you will find all the classes which are looking for partnerships. Click on one of the classes to read more about the students and the type of exchange which the practitioner would like to organise.

Click to **create a new Class** of your own.

Table view

Grid view

	Title, Description	Institution, Country	Target languages/levels	Rating
	<b>Conversation class</b> I'd like to engage my students in a skype tandem exchange - chatting with a group of English speaking students on a weekly basis.	<b>Universidad de León</b> Spain	English Studies English, C1 French, B1 / 30 students, Oral Start: 9 May 2012	☆☆☆☆☆  Last update: 9 May 2012
	<b>English for European Studies</b> These students will be studying English as part of their MA in European Studies. It would be great to set up an exchange with students in different European countries. Am open to...	<b>University of Padova</b> Italy	MA in European Studies / / 15 students, Both Start: 5 Oct 2012	☆☆☆☆☆  Last update: 29 May 2012
	<b>English for IBIO</b> Online exchange through Skype	<b>University of Groningen</b> Netherlands	International Business and Relations English, B2 / Start: 21 Jun 2012	☆☆☆☆☆  Last update: 21 Jun 2012

## Thank you!

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  - See this presentation again: <http://www.slideshare.net/dfmro>
- Join UNICollaboration: [www.unicollaboration.eu](http://www.unicollaboration.eu)

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