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Acknowledgements

This document was initiated by Dr. Kyle Anderson, Senior Director of Global Engagement, and Karen Bunch Franklin, Digital Learning Specialist at the Office of Teaching Effectiveness and Innovation.

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Technology has fundamentally changed the way the people of the world interact with each other. This transformation has required educators to rethink the competencies students will need to be successful in an increasingly interconnected world. Outcomes related to diversity, emotional intelligence, adaptive thinking, and cultural agility have become common expressions of the core values and soft skills that educators and employers alike recognize as important for future success. Because of its flexibility and versatility, International Virtual Exchange (IVE) is a valuable tool in helping faculty develop these competencies in their students.

Traditionally, these types of outcomes were most commonly associated with a structured and immersive Study Abroad program, the benefits of which are widely recognized. However, factors such as schedule or cost can prevent many students from participating in Study Abroad. IVE programs can mitigate these factors by providing a low-cost, high-impact, and widely accessible alternative. But virtual exchange is not merely an alternative to more traditional options like Study Abroad. It can also be effectively used to enhance or maintain the benefits of Study Abroad or to increase the global learning prospects of all students through course-embedded activities.

Image Credit: Pixabay user: geralt
Fundamentals of IVE

What is International Virtual Exchange (IVE)?

Definition

IVE Courses

IVE Students

IVE Instructors

Benefits of IVE

Introduction Activity
IVE Definition

Technology Enabled

What differentiates IVE from traditional forms of exchange is the use of digital technology to facilitate student interaction. The technology used can be simple or complex depending on the ability of each party to facilitate the exchange.

Synchronous or near synchronous

Many people remember participating in pen pal programs and waiting for weeks in anticipation of receiving a response from their partner. Today, paper and pencil exchanges have largely been replaced by digital forms of communication. The defining factor of IVE is a dynamic, immediate, and ongoing exchange between participants.

Structured Intercultural Exchange

While modern technology has made it relatively easy to interact with individuals from other countries and cultures, this interaction does not guarantee that students will be engaged in a mutually beneficial cultural exchange. In fact, research suggests that the benefits of casual or incidental interaction with individuals from other cultural perspectives can be negligible. Thus, IVE is a program designed by skilled educators with cultural exchange goals in mind. It is this intentional and structural use of intercultural exchange that typically differentiates IVE from other forms of international collaboration.

Student to student

The most common form of IVE involves students at two or more geographically separated locations engaging through online, on-campus, or hybrid courses. Other forms of IVE include connecting students engaged in field research or service learning projects but, in every case, the exchange involves a human element with a focus on enhancing the students’ cultural competencies within the disciplinary context.
IVE Courses

- Foster meaningful exchanges and collaboration between instructors and students with their peers in different locations (domestic or global) who may speak different languages and come from different cultural backgrounds.

- Provide a space where knowledge is co-created as instructors work together to develop the course and as the students work together to complete collaborative assignments.

- Are co-equal (students at both locations have a similar learning experience using similar course content/materials).

- Are co-created and co-taught. Instructors from different locations collaborate to develop shared activities that emphasize experiential and collaborative student-centered learning.

- Are unique in that they are specifically developed to promote global learning outcomes and increase intercultural competence. And, are unique as determined by the course content, the individual institutional resources and support, the country context, and the relationship between the instructors and students.

- Include project-based learning activities.

- May be fully online or offered in blended or hybrid formats.

- Build and strengthen sustainable international partnerships.
IVE Students

- Share different cultural perspectives and experiences.
- Engage in learning course content both through their own unique cultural lens and through others’ cultural and experiential perspectives.
- Discuss and reflect on course content with their classmates to bring a comparative global dimension to the course experience.
- Are typically enrolled, pay tuition, and awarded grades only at their home institution.
IVE Instructors

- Are adaptable and flexible in co-teaching with their global partner(s)
- Are sensitive to the cultural differences and varying language proficiencies of their students and responsive to their needs in a diverse cultural environment
- Gather and respond to feedback from their partner(s) and their students
- Have a heightened role as facilitator (e.g., are vigilant to continued student engagement, able to listen deeply; and sensitive, open, and respectful)
- Are able to learn from each course offering to improve their own teaching and their next IVE opportunity
- Are willing to be self-reflective
Benefits of IVE

- Embed high-impact global learning in your classroom in ways that are sustainable and cost-effective
- Increase your students' intercultural skills and global competencies through interaction with their global peers
- Improve your students' foreign language skills
- Break down barriers of misunderstanding that may exist in your students
- Provide your students with collaborative global partnerships
- Develop your students’ digital literacy through authentic, global assignments
- Enhance the diversity of thought and practice in your classroom
- Establish new partnerships around the world

Image Credit: Pixabay user geralt: People; Computer; World
Activity

➡ If you were to tell your students today why there is an IVE component of their course, what would you say?

➡ Discuss with your global partner how your answers are related.
Student Experience

Understanding Cultural Dimensions

IVE Partner Culture

Intercultural Community

IVE Teaching Strategies
IVE Partner Culture

Leading students into your activity without any background knowledge may still allow for learning to take place, but supplying students with preparatory knowledge — things they might expect or simply basic information about their partner’s culture or country — will ultimately provide for a richer learning environment.

In the weeks prior to your IVE component, it is important to provide students with information related to their future partners. If the IVE is a full course, start inserting information related to the partner groups early — basic information first, more complex or more detailed as you move throughout the course. It may be a good idea to vet some of the information you are presenting with your partner instructor to ensure accuracy.

An alternative option is to consider asking students to choose and present materials to the rest of the class on specific aspects of the partner country or culture. This provides an opportunity to share with each other and begin their intercultural learning process.

Scaffolding is a great way to lead into more complex components of an IVE. Scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and ultimately, greater independence in the learning process.

For example: Students are given a vocabulary lesson before they read a difficult text. Or the teacher gives students a simplified version of a lesson, assignment, or reading, and then gradually increases the complexity, difficulty, or sophistication over time.
## Your Partner’s Country

### Basic Information

<table>
<thead>
<tr>
<th>Category</th>
<th>Information</th>
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<tbody>
<tr>
<td>Country</td>
<td></td>
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<tr>
<td>Population</td>
<td></td>
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<tr>
<td>Language(s)</td>
<td></td>
</tr>
<tr>
<td>General Geography</td>
<td></td>
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<tr>
<td>Governmental Structure</td>
<td></td>
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<tr>
<td>Major Urban Areas</td>
<td></td>
</tr>
<tr>
<td>Foods</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
</tr>
</tbody>
</table>
Conversations

Setting Up Conversations

- How will students introduce themselves and get to know each other?

- Will these conversations be synchronous (occurring at the same time or place) or asynchronous (not concurrent in time)?

- What kind of props or activities will you use that will get students to talk about their home cultures?
## Conversations

### Setting Up Conversations

- How long will this collaboration last (how much time for intercultural collaboration)?
- What media and educational artifacts will be present for students to discuss and exchange cross-culturally?
- What projects can the student cohorts develop within that time frame?
- What instructional strategies will you use to help students achieve their learning objectives within existing constraints (language, time zone, etc.)?
Collaboration and Community Building

Why Collaboration Is Important

The creation of an open, respectful, and stimulating learning environment will support strong student engagement, interactions, and, ultimately, a positive experience and increased retention of information. Most instructors are comfortable with building community in face-to-face classes, but even seasoned instructors have some difficulty with the ideas of building an active learning community online. When we look to online environments, it may feel more difficult to create a sense of community, given the separation of time and space. In IVE, this is compounded by the addition of cultural differences. Building an online community can be just as effective as face-to-face, perhaps even more so, when you use a strategic approach to student communication and collaboration.

Co-Creators

When IVEing a class, we are working as a team, instructors co-creating content and students co-creating their knowledge base. We are actively acknowledging that the act of creation — the exchange of ideas and reflection upon meaningful exchange — is a learning experience unto itself. When we talk about building community, we are asking you to look at your course content and to look beyond it. What do you want your students to learn that is ancillary to the content? What cultural experience do you expect they might take away aside from that of the course content objectives? Looking at how your course content fits into a bigger picture of intercultural competencies and community goals is part of your IVE strategy. It will be the driver of your course and the student experience. It is easy to get lost in the logistics or the content of the course, losing sight of the global learning objectives and the community formation. It requires intentional planning. **How will you foster community?**

Collaborative activities that foster community development are those that allow for students to not only learn from each other but about each other.
Technology

The challenge comes when figuring out how to incorporate community building elements into an online environment, so the focus is not just on the technology but on the collaboration that can be fostered through the use of that technology.

*For example:* By integrating video into an online course, you are able to draw students into an environment that looks and feels like a face-to-face class. But don’t stop there. Use video to foster community and collaboration by having students post and respond to their own video introductions. Give them questions that specifically aim at fostering community across international boundaries such as:

- Where are they from?
- What can they share about where they are from?
- Why are they taking the course?
- What do they hope to gain from the course?
- What do they ultimately plan to do with the knowledge they gain?

This can be achieved through something as basic as a short video posted in a forum, or through more robust video technologies such as VoiceThread or FlipGrid.

Bloom’s Taxonomy

Using Bloom’s taxonomy as a guide, we can begin by designing activities that allow students to interact with each other at a basic level such as emailing with other students, posting to a discussion board, and participating in discussions.

We can then build higher-order activities that allow for deeper collaboration — analysis, evaluation, and creation — that can be accomplished through more robust learning activities such as wikis, blogs, collaborative projects, and peer-evaluation.
Collaboration: Moving Beyond Introductions

Activities or Discussions to Create Community and Deeper Collaboration

Below are some examples. Use the additional space to add notes and your own ideas for activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion of cultural features and/or artifacts</td>
<td>Eating habits and rituals — culinary culture, etc.</td>
</tr>
<tr>
<td>Discussion of hot topics and debates</td>
<td>Education systems, voting systems, healthcare systems, etc.</td>
</tr>
<tr>
<td>Discussion of solutions to hot topics and debates</td>
<td>Student-led initiatives</td>
</tr>
</tbody>
</table>

...
Collaboration and Community Building: One Last Thought

It is important to remember that an instructor should take part in these activities, posting introductory videos, an image of themselves, follow-ups to discussion posts, etc. If the instructor doesn’t maintain a presence in the course, then they may be setting a precedent from the beginning that community building isn’t that important. Remember, in an online course, the instructor needs to be a facilitator even more so than in a face-to-face course. Be an example of a community builder.

It is important to continue using activities that foster collaboration and community throughout the IVE component. A student introduction shouldn’t be the only opportunity to see or hear from a classmate.

Another way to create a collaborative environment is through synchronous class sessions, allowing technology to bridge the gap of space and time. Using a webinar tool is a common way to connect students. A synchronous session doesn’t guarantee a collaborative environment — think of the students who just sit in class without contributing to the discussion. If the synchronous sessions are going to be used, be sure to design intentional activities that bring students together, literally face-to-face via technology.

It is important to note that cultural differences could be behind a lack of student participation. Be sure to discuss this topic with your partner. In an IVE environment further barriers may exist, such as language proficiency and technical glitches. Be sure to give time and thought to overcome these barriers in order to ensure your activities are successful and effective.

Community building and collaboration can create friendships and forge networks. Consider how you could help your students maintain their connections made during their IVE experience.
IVE Teaching Strategies

Our learning outcomes for a course should guide what we assess and then inform what learning activities should be used. The end result may not necessarily have students following a linear pathway through a textbook.

Good project design for your IVE should follow the process of looking at your desired learning outcomes and developing a project that allows students to demonstrate that specific outcome(s).

A good first step in framing the task ahead is to reflect on what it is that you want your students to learn as a result of this experience. Consider these questions about the IVE components you plan to design and teach.

➡ What do I want my students to do?

➡ What do I want my students to know?

➡ What do I want my students to care about?
IVE Teaching Strategies

With these concepts in mind, the very first elements that you will complete in your course design should be the outcomes, assessments and learning activities that students will engage in each session.

This development process involves starting with the desired results (learning outcomes), determining what is acceptable evidence that a student has learned those outcomes (assessments), and then planning the learning experiences that will help students learn and be able to demonstrate their learning (learning activities).
Bringing It All Together

Reflect
Desired results
What should students do, know, and care about?

Learning Outcomes
Evidence of outcomes

Assessments

Learning Activities

IVE Student Experience

Partner Culture
Getting to know each other
Introductions
Intercultural Activities

Teaching Strategies

Collaboration & Community
Co-creators
Activities & Discussions to create community and deeper collaboration

Technology

Bloom's Taxonomy
Be an Example!
Collaborating & Co-Creating

- Identifying an International Partner
- Guiding Questions for Partner Collaboration
- Keys to a Successful Collaboration
- Stages of Development
- Objectives and Intercultural Competency
How to Find International Partners

Draw from your personal and professional network to identify possible instructional partners. This may include former visiting scholars, graduate students, members of professional organizations, or online professional networks within your field.

Clemson’s Office of Global Engagement (OGE) maintains ongoing partnerships with institutions of higher learning around the world. You can work with OGE to identify possible partners. If necessary, OGE can assist with a Memorandum of Understanding (MOU).

➡ What professional networks do you belong to?

➡ What professional organizations do you belong to?

➡ What former visiting scholar(s) or graduate student(s) could be a potential international partner?

➡ List name and contact information for potential international partners.
## Partner Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Name</td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td></td>
</tr>
<tr>
<td>Institution Address</td>
<td></td>
</tr>
<tr>
<td>Office Hours</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>Time Zone</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Preferred Handle (Skype, Chat, etc.)</td>
<td></td>
</tr>
<tr>
<td>Preferred Method of Communication</td>
<td></td>
</tr>
<tr>
<td>Other Contacts (Dept. Chair, Assistant, GA, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Partner Information</strong></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Does your partner/partner institution have an instructional designer/academic technologist available to work with?</strong> If yes, what is their name and contact information?</td>
<td></td>
</tr>
<tr>
<td><strong>Dates of your partner's academic year (start and end dates, breaks, etc.)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fun Fact!</strong></td>
<td></td>
</tr>
<tr>
<td>Part of getting to know each other means getting to know each other beyond the formalities of the information above. What fun fact about yourself would help your partner to understand you a bit better?</td>
<td></td>
</tr>
<tr>
<td><strong>Project Scope</strong></td>
<td></td>
</tr>
<tr>
<td>How long do you anticipate your project will last (a full course, a unit, an activity)?</td>
<td></td>
</tr>
<tr>
<td>School years don’t always start and end within the same schedule and student knowledge and investment in content may vary. How/when do your school years align?</td>
<td></td>
</tr>
</tbody>
</table>
Guiding Questions for Partner Collaboration

As you begin to work with your partner, communication channels, languages, context, and expectations may vary. To keep everything moving smoothly, be sure to discuss the following procedural questions with your partner.

**Guiding Questions for Instructors**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>When are you available to collaborate?</td>
<td></td>
</tr>
<tr>
<td>How much time do you have to devote to this project?</td>
<td></td>
</tr>
<tr>
<td>Are there times during the project that they will need to be away for longer lengths of time?</td>
<td></td>
</tr>
<tr>
<td>How does teaching and learning take place in your classroom/institution (philosophy, methods/practices)?</td>
<td></td>
</tr>
<tr>
<td>Who will be responsible for which aspects of the course/activity design and development?</td>
<td></td>
</tr>
<tr>
<td>What will be the workflow between you and your co-instructor? (e.g., content review, decision about instructional materials, etc.)</td>
<td></td>
</tr>
<tr>
<td>How will you and your co-instructor decide what content to use and who will be responsible for reviewing, editing, and posting the content online?</td>
<td></td>
</tr>
</tbody>
</table>
Guiding Questions for Partner Collaboration

As you begin to work with your partner, communication channels, languages, context, and expectations may vary. To keep everything moving smoothly, be sure to discuss the following procedural questions with your partner.

**What do we know about our students?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What language will the course be taught in?</td>
<td></td>
</tr>
<tr>
<td>What is the English language proficiency of students at the partner site?</td>
<td></td>
</tr>
<tr>
<td>What is the language proficiency of US students in your course?</td>
<td></td>
</tr>
<tr>
<td>Is a translation service necessary? Do you have a consistent contact?</td>
<td></td>
</tr>
<tr>
<td>How will you deal with the language issues when/if they arise?</td>
<td></td>
</tr>
<tr>
<td>What is the plan for students to communicate with you and your co-instructor throughout the course?</td>
<td>What tools will be used?</td>
</tr>
<tr>
<td>How many students will be enrolled at each site?</td>
<td></td>
</tr>
<tr>
<td>Where are the students located (e.g., urban/rural, etc.)</td>
<td></td>
</tr>
<tr>
<td>Are students undergraduates or graduate students? What is the average age of students?</td>
<td></td>
</tr>
</tbody>
</table>
Keys to a Successful Collaboration

Share these tips with your partner and also keep them in mind as you’re discussing the guiding questions (pp. 28-29).

1. Be organized.
   - Determine which tools you will use to collaborate (e.g., Google Drive, Calendar, etc.).
   - Develop a timeline.
   - Schedule of meetings with agendas.
   - Share meeting notes and assign action items and deadlines.

2. Establish ground rules.
   - For example, what happens when a scheduled meeting is missed?

3. Clarify roles and explicitly state responsibilities.

4. Focus on equitable rather than equal participation.
   - Assign tasks based upon who is best suited rather than making sure that both partners accomplish an equal share of the work.

5. Exchange and discuss individual expectations.

6. Discuss how, when, and by whom decisions will be made.

7. When assigning tasks, give detailed and specific instructions.

8. Draft simple and concrete goals that focus on results.

9. Acknowledge that it is OK to make mistakes and that you are willing to be open and honest with each other when mistakes happen.

10. Revisit your accomplishments and goals often.
    - Evaluate your work throughout the process.
    - Revise goals, outcomes, and outputs as necessary.
Stages of Development

Developing an IVE for a course or an aspect of your course takes time. After you have established a partnership, it may be helpful to set a project timeline. This is helpful since there is likely a “lag” time between you and your partner, based on your geographic locations. The outline is a high level look at when items need to be completed to assure they are ready in time for delivery. At a minimum, it is suggested your IVE lesson should take four weeks.

The table below outlines the high level needs for an IVE activity. This table is based on a project within a course, rather than a full course. A full IVE course will take much longer to develop. After reviewing your project scope, add firm due dates for the action items. What obstacles might you encounter that may affect the timeline at each point in the path?

<table>
<thead>
<tr>
<th>Need</th>
<th>Obstacles</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Selection &amp; Initial Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives Created (including the Culture Competencies that will be addressed)</td>
<td></td>
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<tr>
<td>Resources Identified (Readings, Videos, Lectures, etc.)</td>
<td></td>
<td></td>
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<tr>
<td>Pre-IVE Preparation Identified</td>
<td></td>
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<tr>
<td>Activities Planned</td>
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<tr>
<td>IVE</td>
<td></td>
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</tr>
<tr>
<td>Assessment Created</td>
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<tr>
<td>Debrief of IVE Conducted</td>
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</table>
Co-Create, Co-Design

Objectives and Competencies

The first aspect of designing your course is to hone in on your student learning objectives. An International Virtual Exchange will by definition contain global learning competency outcomes. CU faculty have produced a matrix of these outcomes which can be referenced in Appendix A.

- What is it that students should know or be able to do after the IVE component is done?

- How do you plan to measure their success?

These elements should be determined by both you and your partner before developing the rest of your IVE activity or course.

As instructors, you may be used to building your course by yourself. Remember an important aspect of IVE is co-creation and co-design. This doesn’t mean that one of you can’t go ahead and draft an objective as a place to begin. But this is a place to begin discussing your wants and needs for the activity. If you are afraid to take too much ownership too early, it might be best to have both parties create a joint draft.

⇒ To get started, think about what your IVE component will be. On the next few pages, we’ll brainstorm objectives and assessments.
**Co-Create, Co-Design**

**Objectives and Competencies**

Objectives are goals and should be concise, actionable, and have the ability to be tested or measured. Try using action language or verbs when writing objectives. A student may “understand” the content that has been presented, but how do you show that in any type of assessment? Refer to Bloom’s Taxonomy (p. 18) and the Global Competency Outcomes (Appendix A) for help with writing objectives.

<table>
<thead>
<tr>
<th>Objective</th>
<th>How will this objective be assessed?</th>
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<tbody>
<tr>
<td></td>
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</table>
Co-Create, Co-Design

Objectives and Global Learning Outcomes

Objectives and global learning outcomes within an IVE component may differ between participants — think specifically about which components of your course could be enhanced if students could discuss their implications with peers in another location. How would having multiple or different cultural perspectives enhance your students understanding of the course content? What does your partner hope their students will gain from the IVE experience? Just as you did with the objectives, outline the intercultural competency gains that your students will work towards.

In this exercise, both you and your partner should consider together these questions and then compare and contrast your wants and needs. It is very important to discuss your expectations. You will learn from each other. Are your expected IVE outcomes possible? How can you help each other to achieve them?

Cultural awareness is often most highly influenced by our own self-awareness. What do you know about your partner’s culture? What do you need to know more about? What do you think your students will know or what they might struggle with?

➡ Global learning outcomes to be gained:
Technology Tools

Finding the Right Tools

- Introduction to Technology Tools
- Technology Tools Review
- Choosing Relevant Tools
- Technology Tools Checklist
Technology Tools

What Tools Are You Using?

A challenge and an opportunity within the IVE process is to find tools that can be used to bridge the gap between students and instructors. Neither instructor should choose a platform to be used without fully considering the implications to the other. While one tool may not be perfect, a tool that provides more ease or success for both parties may be the best compromise.

In the following exercise, think about the tools you currently use in the classroom. Why and how do you use them? Both you and your partner should list these tools, their common scenario for use, what advantages and disadvantages their use might pose, as well as your competency with the current tools.
# Introduction to Technology Tools

What Tools Are You Currently Using?

<table>
<thead>
<tr>
<th>Current Technology Tool</th>
<th>Objective</th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Competency</th>
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Technology Tools

A Review of Current Tools Available

There are several tools that you might consider utilizing for the purposes of IVE. In the next section, we will provide an overview of some common tools that may be utilized.
<table>
<thead>
<tr>
<th>Technology Tool</th>
<th>Key Features</th>
<th>IVE Application</th>
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<tbody>
<tr>
<td><strong>Facebook</strong></td>
<td>Facebook is a familiar social media tool that can be used for creating groups for informal student communication or project coordination. Groups can be set to private so access is restricted to invited members.</td>
<td>Facebook is the most popular social media site worldwide, so it is likely that both Clemson students and non-US students use Facebook regularly. Certain countries (such as China) may restrict Facebook access, and students may have concerns about using a personal social media site for academic purposes.</td>
</tr>
<tr>
<td><strong>WhatsApp</strong></td>
<td>WhatsApp is a messaging app for mobile or desktop use that can be used to share messages, photos, and videos. Users can communicate asynchronously (through group texts), or synchronously (through voice and video calls).</td>
<td>There are over 180 countries with WhatsApp users, so non-US students are more likely to have prior experience with WhatsApp than Clemson students. While the message encryption means it is a relatively secure app, students have to share their phone numbers to use it.</td>
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<tr>
<td><strong>Twitter</strong></td>
<td>Twitter is a popular social media site that allows users to create short posts. Posts must be 280 characters or less, but users can also post photos, videos, GIFs, and polls. Posts can be categorized using unique hashtags.</td>
<td>Twitter is popular in the US and also used around the world, so it is likely that both Clemson and non-Clemson students would be familiar with it. You could create specific hashtags for a class or small group discussion. Twitter is restricted in some countries, and students may be resistant to a tool that only allows for public discussion.</td>
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<tr>
<td><strong>Chat Tools:</strong> Slack, MS Teams, &amp; Discord</td>
<td>Chat Tools are a desktop and mobile messaging tool. Conversations are searchable and private. Users can organize “teams” and/or “channels” that are open to everyone in the team, or private (limited to certain people within the team). Users can drag and drop files (PDFs, videos, etc.) into their conversations, and most have an option for synchronous voice or video calls.</td>
<td>The use of chat tools is expanding in higher ed so some students may not have used them before. Privacy options may be appealing to students, and it also makes it easy to organize both small group and whole class asynchronous discussions.</td>
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</table>
# Technology Tools Review

## Collaborative Writing

<table>
<thead>
<tr>
<th>Technology Tool</th>
<th>Key Features</th>
<th>IVE Application</th>
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<tbody>
<tr>
<td>Wordpress</td>
<td>Wordpress is a website/blog building tool. The free version of Wordpress lets users pick their website name and do basic customization. Access to blogs/websites can be restricted by creating a list of approved readers (using those readers’ email addresses). Posts are searchable and can be categorized by tags and date.</td>
<td>Students can create their own blog/site (for instance, a personal journal). Or, smaller groups of students or the whole class could work together to collaboratively create one website. Students can discuss blog posts via threaded comments. While it is possible to restrict access to certain readers, this requires the blog creator to individually add each approved reader to their blog, which can be time-consuming.</td>
</tr>
<tr>
<td>Google Docs</td>
<td>Google Docs is a web-based application for creating, editing, and storing documents online. Documents can be accessed from any computer with an Internet connection and browser. Users can collaborate on a Google Doc in realtime. Users can share their Doc through a private link, or by adding a new editor’s email address.</td>
<td>As Google products, it is likely that Clemson and non-Clemson students have used Google Docs and Google Slides before, although some countries may restrict access. Students can use a Google Doc for tasks like writing a group report, coordinating group work, or brainstorming project ideas. Similarly, students can use Google Slides to create a group presentation. It is possible for students to delete each other’s work (although old versions can be restored, as Google tracks the documents revision history).</td>
</tr>
<tr>
<td>Google Slides</td>
<td>Google Slides is an online presentations app (similar to PowerPoint). With Google Slides, individuals create and edit presentations that can be accessed from any computer with an Internet connection and a browser. Users can collaborate on a Google Slides in realtime, seeing one another’s additions and edits live.</td>
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<tr>
<td>MS Teams</td>
<td>Just as with the asynchronous chat function in MS Teams, students can also upload any Microsoft files (Word, PowerPoint, Excel, etc.) into their “team”.</td>
<td>Students can collaboratively edit the documents while in the Teams app, on their Desktop, or online. Students can also save other file types and create folders to organize their collaborative work.</td>
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</table>
# Technology Tools Review

## Synchronous Video Conferencing

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<tr>
<th>Technology Tool</th>
<th>Key Features</th>
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<tr>
<td><strong>Zoom</strong></td>
<td>Zoom is a cloud-based video conferencing tool. Users can set up a meeting and share a meeting link to invite others to join. With the free plan, you can hold meetings with up to 100 participants, although any meetings with more than 3 participants will be limited to 40 minutes. Zoom allows users to record meetings.</td>
<td>Zoom is a relatively reliable video conferencing tool, and it is useful for for one-on-one, small group, and large group discussions. Since meetings can be recorded, they can be easily shared after the meeting.</td>
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<tr>
<td><strong>Google Meet</strong> (formerly Google Hangouts)</td>
<td>Google Meet is an online communication tool that can be used for chat (typed), video calls, or phone calls. Users access Google Meet through the hangouts link (linked to the left), a Chrome extension, or their Gmail account. Conversations can include up to 150 people; video meetings can include up to 10 (for basic Gmail accounts) or up to 25 (for business/education accounts).</td>
<td>All Clemson students will have a g.Clemson google account, and so it will be easy for them to access Google Meet. Many non-Clemson and Clemson students will have likely used Google Meet before. Using Google Meet requires a Google account, which could be a barrier to some international users.</td>
</tr>
<tr>
<td><strong>Skype</strong></td>
<td>Skype is a communications app intended for synchronous audio and video meetings. It is possible to record Skype meetings, although it requires another app. Up to 25 people can participate in an audio call; the number of people who can participate in a video call will depend on the user’s platform/device and internet speed.</td>
<td>Since Skype is an app and not cloud-based like some of the other tools, students can’t download/use Skype on devices they don’t own. Skype will likely be familiar to both Clemson and non-Clemson students since it is commonly used worldwide. Keep in mind that Skype is not available in some countries.</td>
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<tr>
<td><strong>WebEx</strong></td>
<td>WebEx is a cloud based video conferencing tool. Meeting participants can connect on their computers, mobile devices, or call in via a telephone. WebEx also allows users to share their screen or use a digital whiteboard, and meetings can be recorded. (Sharing recordings from a Mac is a little more difficult, but it can be done).</td>
<td>While Clemson students can join a WebEx session, but only Clemson faculty and staff can create sessions. Sessions can be set up to allow for breakout rooms, which helps facilitate small group discussions.</td>
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<tr>
<td>Technology Tool</td>
<td>Key Features</td>
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<td>Padlet</td>
<td>Padlet describes itself as being between a doc and website builder that can be used to collaboratively create products like virtual bulletin boards, blogs, or portfolios. Padlet supports almost every file type, as you can create Padlet boards that consist of texts, videos, images, links, etc.</td>
<td>Padlet offers a variety of sharing and privacy options, making it easy for students to collaborate together but also protect their work. Padlet is mobile friendly and has iOS and Android apps. Padlet would work well as a creative space for collaborative or individual student reflection.</td>
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<tr>
<td>FlipGrid</td>
<td>Flipgrid is an online, asynchronous video discussion app. It can be accessed via a desktop or iOS or Android mobile apps. Students record short (no more than 5 minutes) video responses.</td>
<td>Flipgrid is specifically designed for use in education, which means that it has robust privacy settings and is user-friendly. The video responses are designed to be short and authentic, so while Flipgrid may not allow for deep academic discussions with citations and links, it is quite useful for shorter, informal collaboration and discussion.</td>
</tr>
<tr>
<td>VoiceThread</td>
<td>VoiceThread is an online, asynchronous video discussion app. It can be accessed via a desktop or mobile device. Students can record audio, video, and/or text presentations or responses. Students can interact with video lectures by inserting questions throughout a lecture.</td>
<td>VoiceThread can be used for peer-to-peer learning and engaging multi-media activities and assignments. It also has a quiz feature and can be used for graded discussions.</td>
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<tr>
<td>Kahoot!</td>
<td>With Kahoot!, students quiz in real time with engaging competitive features (individuals or teams). It is an excellent tool for review of content/concepts, pre-testing the class, or other informal functions. It provides immediate analytic data. Kahoot! works on any device with internet.</td>
<td>Students are not required to create an account or download software to join a game. While Kahoot! is primarily intended for hybrid or in-person settings, instructors could use Kahoot! to have students play educational games/competitions with students from the partner institution.</td>
</tr>
<tr>
<td>Wakelet</td>
<td>Wakelet is a digital storytelling tool. Users can create and share collections that consist of articles, videos, images, tweets and other content.</td>
<td>Wakelet has a simple design that most students will find easy to use. Clemson and non-Clemson students could partner together to use Wakelet to create a project, portfolio, or other digital story.</td>
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## Technology Tools Review

### Learning Management System: Canvas Tools

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<th>Technology Tool</th>
<th>Key Features</th>
<th>IVE Application</th>
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<tr>
<td>Canvas for Teachers</td>
<td>Canvas for Teachers is the free version of Canvas. The same features are available in the free version. While it is not supported by CCIT or Clemson Online, OTEI and OGE will be able to offer you support.</td>
<td>You will need to use the “Free for Teachers” Canvas version so that your partners outside of Clemson will be able to access it.</td>
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<tr>
<td>Groups</td>
<td>Canvas groups function as a smaller version of a course and can be used to create a structured space for student collaboration. Students can share files, send messages, create pages, and participate in group assignments.</td>
<td>A benefit to using any of these Canvas tools in your IVE project is that Canvas will be familiar to Clemson students. It is also beneficial to house all of your collaboration tools in one place (like Canvas) so students do not have to go to multiple websites or learn multiple new tools. Some Canvas tools (like chat) will work particularly well for students with low-bandwidth.</td>
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<tr>
<td>Discussion Boards</td>
<td>Canvas discussion boards can be used for threaded discussions. Students can reply with text, audio, or video responses.</td>
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<td>Pages</td>
<td>Instructors can create Canvas pages that can be collaboratively edited by students.</td>
<td>However, keep in mind that non-Clemson users will probably not have used Canvas before.</td>
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Choosing Relevant Tools

Which Tools Have You Choosing to Use?

To adequately consider technologies for use in IVE, we need to consider these challenges and limitations. Some questions that you may wish to consider include:

• Are there internet access limitations, time-zone differences, or government restrictions that would prevent certain tools from being used?

• Is the learning curve for use of the tool significant enough to be a barrier?

• Who will support the tool if there is an issue or questions about how to use it?

• Are there tools that students are already using that might be leveraged for collaborative work?

• What tools are most commonly used within your partner’s country?

And perhaps most importantly, will the tools I’m selecting help students get to know each other, connect informally, and collaborate as a group?
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<th>Questions to Consider after choosing your Technology Tools</th>
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</table>
| ➡ What is your proficiency with these tools?             | ➡ How will students access the online portion of the course?  
What device(s) will they be using? |
| ➡ What level of technology training/support will be available to students? | ➡ What kind of internet access do students have (e.g., broadband, dial-up, wifi)? Is their internet access dependable? |
| ➡ Which partner will supply student training and support? |  |
### Questions to Consider after choosing your Technology Tools

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<td>Does your course require specialized software (beyond a recent internet browser)? If so, do the students have access to the software?</td>
<td>What is your plan for testing the students’ ability to successfully use the technology and access the course?</td>
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<td>Do students pay for data usage on the internet?</td>
<td>What type of support materials will students need at both sides (e.g., tech support, orientation, etc.)?</td>
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<td>If you plan to use audio and video files, what can you do to ensure students are able to access and play both file types?</td>
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Technology Tools Checklist

Before your first online meeting with students:

☐ Test all technology tools with your partner and/or instructional designer.

☐ Using an account with student roles or permissions, test all technology tools from a student perspective.

☐ Test all accessibility options (e.g., closed captions).

☐ Review, test, and revise any instructions provided for students on how to complete activities using technology tools.

☐ Review your assessment strategy and related tools (e.g., rubric, online grade report). Make sure students will receive appropriate and timely feedback.

☐ Provide students with a means to contact you or your partner for timely assistance/support with online activities.
IVE at Clemson

Current Initiatives

- Dashboard for International Virtual Exchange at Clemson (DIVE)
- Engineering+Languages IVE Program
- Political Science & Serbia IVE Program
- Regional Administrative Hub for IVE

Image Credit: Pixabay user: WikiImages
The Dashboard for International Virtual Exchange at Clemson (DIVE) is a database for faculty to search for international partners. Faculty upload their information and then can search by a number of criteria to find a potential partnership.
IVE at Clemson

**Engineering+Languages IVE Program**

**DoE Undergraduate International Studies and Foreign Language/UISFL** (~$100k)

**Partners:** OGE, Mechanical Engineering, German, OTEI, HEIs in Germany

Faculty in Engineering and Modern Languages will collaborate to create new Engineering+Modern Language programming that integrates global learning into the curriculum. The pilot program will be a Mechanical Engineering (ME)+German degree. Key components of this novel degree will include: 1) a technical foreign language course and two Math courses taught at Clemson University in German; and 2) both a semester abroad and an internship in an international, German-speaking context. To better prepare students for their work abroad, the technical German and Math courses will feature International Virtual Exchange (IVE) components that will enhance students’ language proficiency, cultural awareness, and intercultural communication competency.

**Political Science & Serbia IVE Program**

**DoS PAS University Partnership Grant** (~$100k)

**Partners:** OGE, Political Science, University of Belgrade

Faculty in Political Science will work with their partners at the University of Belgrade to elevate their relationship to the level of a strategic partnership by launching three new exchange components: 1) a study abroad program for the University of Belgrade students and faculty at Clemson University early in fall 2021, including experiential learning units conducted in Washington, DC and Charleston, SC; 2) delivery of virtual (online) exchange modules between Clemson and Belgrade faculty and students prior to their study abroad, including course development and integration; and, 3) short-term faculty exchanges between the two institutions.

**Southeast Regional Hub for IVE**

The proposed regional virtual exchange program will connect students in the southeastern U.S. to counterparts in the Middle East and North Africa. Through this program, thousands of students, many with limited access to international experiences, will be given opportunities to meet peers in another country, exchange ideas, and participate in ongoing dialogue and collaboration for credit in a college course. The proposed program has four components:

- Amplification and assessment of existing virtual exchange programs within partner universities
- Expansion of virtual exchange into statewide online courses that reach thousands of students each year
- Infusion of virtual exchange into undergraduate research teams
- Transmission of best practices in virtual exchange to new international faculty pairs who will develop new virtual exchange modules
IVE Resources

- Stevens Initiatives Toolkit
- SUNY COIL Course Examples
- DePaul Global Learning Experience Example Projects
- OGE & OTEI IVE Short Course
Appendix A

CU Global Competency Outcomes

GLOBAL COMPETENCY OUTCOMES

GLOBAL LEARNING:
Global learning is the education process (curricular, co-curricular, research, outreach, and learning) through which students acquire and apply global competency outcomes.

GLOBAL COMPETENCY OUTCOMES:
Clemson University students will learn to apply knowledge, skills, and behaviors to their lives and careers in a global context.

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<th>KNOWLEDGE</th>
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<td>PROFESSIONAL &amp; DISCIPLINARY CONTEXTS</td>
<td>PROFESSIONAL &amp; DISCIPLINARY CONTEXTS</td>
<td>BEHAVIORS</td>
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<td>Seek information about and describe the global context of their chosen profession and discipline</td>
<td>Apply professional and disciplinary perspectives and techniques to critically examine and address both local and global challenges</td>
<td>Demonstrate an ongoing willingness to seek out international or intercultural opportunities and an ability to articulate how these experiences contribute to one’s development</td>
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<td>ETHICS AND SOCIAL RESPONSIBILITY</td>
<td>Evaluate the impact and ethical consequences of one’s own and others’ actions of the natural and human world</td>
<td>Take informed action to address ethical, social, and environmental challenges in local and global contexts</td>
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<td>Explain how local and global contexts and events in the past, present, and future are interrelated and mutual shape one another</td>
<td>Demonstrate effective and appropriate communication, interaction, and teamwork among different nationalities, language groups, and cultures</td>
<td>Apply an understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction and communication with peoples of other cultures</td>
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Clemson Forward calls for an infusion of Global Learning throughout the curriculum. A faculty task force has developed this competency matrix to guide departments and units as they consider how best to deliver global learning within their programs and curricula. Whether articulating current outcomes within existing classes, proposing new courses or introducing minor or majors, these outcomes are meant to assist in the articulation of your global learning outcomes and goals.

Additional resources are available at the Global Learning Institute webpage.
Appendix B

CU IVE Assessment

IVE Assessment Questions (unless otherwise indicated all programs will have a 5 point likert scale response from Strongly Agree to Strongly Disagree)

What type of Virtual+ experience are you participating in?
1. Virtual Study Abroad (a full semester of online courses at an international university)
2. International Virtual Exchange (course components or whole courses created by Clemson faculty and faculty from an international university, and attended by Clemson students and students from an international university)
3. Global Classrooms (a single synchronous online course at an international university taken alongside Clemson University’s)
4. International Virtual Internship
5. International Virtual Undergraduate Research (Global CI, an undergraduate research experience conducted alongside faculty and students from an international university)

Background:
1. Have you had a meaningful international experience prior to this course?
2. Have you participated in an international virtual experience prior to this course?

Intercultural Understanding:
1. I know some of the cultural traditions, customs, and current events of the partner/host country
2. I know some of the language or nonverbal communication common in the partner/host country.
3. I am curious to learn more about the partner/host country
4. When talking to people who are different from me, I try to see things from their point of view to understand them better.
5. I think about why others might have different beliefs than me.

Intercultural Sensitivity:
1. I feel comfortable when people of different cultural traditions speak their language around me.
2. It bothers me when I see others judging or discriminating against someone based on their cultural background.

Intercultural Communication:
1. I frequently check to confirm that we are understanding each other correctly, and am willing to clarify.
2. When speaking to someone from another culture, I carefully observe their reactions (face and/or body language).
3. I choose and pronounce my words carefully so as to be best understood.
4. When speaking with someone from another culture, I show sensitivity, sincerity by asking appropriate questions.
5. When speaking with someone from another culture, I am respectful of opinions that are different from my own.

Global Digital Literacy:
1. This Virtual+ experience increased my confidence to use digital tools to collaborate internationally
2. This Virtual+ experience improved my ability to understand and critically analyze digital content and applications.
3. This Virtual+ experience provided me opportunities to create with digital technology.

Satisfaction:
1. I would recommend this Virtual+ experience to other students
2. I would consider enrolling in another Virtual+ program, similar to this Virtual+ experience
3. I feel that the international virtual exchange components of the course enhanced the content?
4. Overall, how satisfied are you with this Virtual+ experience? (Very satisfied, Satisfied, Neutral, Dissatisfied, Very dissatisfied)

Technology and Logistics:
1. How prepared do I feel for the cultural aspects of the collaboration of this Virtual+ experience?
2. I felt prepared to use the technology in this Virtual+ experience
3. The technology chosen felt appropriate for the needs of the experience
4. The technological and interpersonal skills I developed through this Virtual+ experience will assist me in my professional development
5. If I could change one thing about this Virtual+ experience it would be: (Open Text)

Personal Growth:
1. This Virtual+ experience increased my interest in participating in additional global learning opportunities such as study abroad or an international internship
2. Through the Virtual+ experience I made connections that I will maintain beyond this course
3. This Virtual+ experience has affected my thinking on career choices
4. This Virtual+ experience has affected my plans for academic study (choice of courses, fields of study, or continuing education)
5. This Virtual+ experience has increased my interest in learning another language

Behavior:
1. This Virtual+ experience changed my perception of another culture or country
2. This Virtual+ experience has changed my perception about how I relate to the world
3. This Virtual+ experience made me more interested in interacting with individuals from a different culture
Appendix C

CU IVE Assessment

IVE cuestionario de evaluación (a menos que se indique diferente, todos los programas tendrán una escala de satisfacción de 5 puntos que oscila de “Totalmente de Acuerdo” a “Totalmente en Desacuerdo”.

¿En qué tipo de experiencia Virtual+ vas a participar?
1. Estudios en el Exterior Virtual (un semestre completo con cursos en línea en una universidad internacional)
2. Intercambio Internacional Virtual (parte de los cursos o el curso completo es creado por profesores de Clemson University y de la universidad internacional, y participan estudiantes de Clemson y de la universidad internacional)
3. Aulas Globales (un curso en línea en una universidad internacional facilitado junto con Clemson University)
4. Pasantía Internacional Virtual
5. Investigación Internacional Virtual para Pregrado (Investigación Creativa Global, una experiencia de investigación de pregrado realizada junto con profesores y estudiantes de una universidad internacional)

Antecedentes
1. ¿Has sido parte de alguna significativa experiencia internacional previo a este curso?
2. ¿Has participado en algún tipo de experiencia internacional virtual previo a este curso?

Compresión Intercultural
1. Conozco algunas de las tradiciones culturales, costumbres, y eventos actuales en el país anfitrión
2. Conozco algo del idioma o la comunicación no verbal común en el país anfitrión
3. Tengo interés en aprender más sobre el país anfitrión
4. Cuando hablo con personas que son diferentes a mí, intento ver las cosas desde el punto de vista de ellos para entenderlos mejor
5. Piensos en porqué otros pueden tener creencias diferentes a las mías

Sensibilidad Intercultural
1. Me siento cómodo cuando personas de diferentes tradiciones culturales hablan su idioma alrededor.
2. Me molesta cuando veo que otros juzgan o discriminan a alguien en función de su origen cultural.

Comunicación Intercultural
1. Con frecuencia verifico para confirmar que nos estamos entendiendo correctamente y estoy dispuesto a aclarar.
2. Cuando hablo con alguien de otra cultura, observo atentamente sus reacciones (rostro y/o lenguaje corporal).
3. Elijo y pronuncio mis palabras con cuidado para que se entiendan mejor.
4. Cuando hablo con alguien de otra cultura, muestro sensibilidad y sinceridad haciendo preguntas apropiadas.
5. Cuando hablo con alguien de otra cultura, respeto las opiniones que son diferente a las mías.

Conocimiento digital global
1. Esta experiencia Virtual+ aumentó mi confianza para usar herramientas digitales para colaborar internacionalmente.
2. Esta experiencia Virtual+ mejoró mi capacidad para comprender y analizar críticamente contenido y aplicaciones digitales.
3. Esta experiencia Virtual+ me brindó oportunidades para crear con tecnología digital.

Satisfacción
1. Recomendaría esta experiencia Virtual+ a otros estudiantes.
2. Consideraría inscribirme en otro programa Virtual+ similar a este.
3. Considero que los componentes del intercambio Internacional virtual (IVE, por sus siglas en inglés) del curso mejoraron el contenido.
4. En general, ¿qué tan satisfecho está con esta experiencia Virtual+? (Muy satisfecho, satisfecho, neutral, insatisfecho, muy insatisfecho)

Tecnología y Logística
1. ¿Qué tan preparado(a) me siento sobre los aspectos culturales de esta experiencia Virtual+?
2. Me sentí preparado(a) para usar la tecnología en esta experiencia Virtual+.
3. Considero que las herramientas tecnológicas elegidas para las necesidades de esta experiencia son apropiadas.
4. Las habilidades tecnológicas e interpersonales que desarrollé a través de esta experiencia Virtual+ me ayudarán en mi desarrollo profesional.
5. Si pudiera cambiar algo de esta experiencia Virtual+ sería: (Texto abierto)

Crecimiento personal
1. Esta experiencia Virtual+ aumentó mi interés en participar en más oportunidades de aprendizaje global, como estudiar en el extranjero o una pasantía internacional.
2. A través de la experiencia Virtual+ hice conexiones que mantendré más allá de este curso.
3. Esta experiencia Virtual+ ha influenciado mi forma de pensar sobre las opciones profesionales.
4. Esta experiencia Virtual+ me ha hecho reflexionar en mis planes de estudio académico (elección de cursos, campos de estudio o educación continua)
5. Esta experiencia Virtual+ ha aumentado mi interés por aprender otro idioma.

Comportamiento
1. Esta experiencia Virtual+ cambió mi percepción sobre otras culturas o países.
2. Esta experiencia Virtual+ me ha cambiado mi percepción sobre cómo me relaciono con el mundo.
3. Esta experiencia Virtual+ hizo que me interesara más en interactuar con personas de culturas diferentes.