



## Collegial Conversation Transcript

### *Teaching Interculturally in Virtual Environments*

*This is a transcript of the Q&A and polls from the NAFSA Collegial Conversation held live on May 12, 2020. The chat has been edited for clarity.*

## Introduction

**Heather MacCleoud:** Welcome to the Collegial Conversation: Teaching Interculturally in Virtual Environments!

**Heather MacCleoud:** Please welcome panelist **Sora Friedman, PhD.**

Sora serves as the past chair of the Teaching, Learning, and Scholarship (TLS) Knowledge Community (KC). She is also a professor and chair of International Education at SIT Graduate Institute. She has worked in the field of international education (IE) for over 30 years, focusing on the preparation of new professionals in the field, IE management training, exchange program management, public diplomacy, and international policy advocacy. Recent research includes an exploration of gender parity at senior leadership level in International Education, and co-authoring of *Careers in International Education: A Guide for New Professionals* (2019). In 2015, Sora received the NAFSA Region XI James Leck Award for Distinguished Service. Previously, she served on NAFSA's New England region (Region XI) chair-stream (2013–2015), as a member of CIS Abroad's board of advisers (2008–2015), and as chair of NAFSA's Trainer Corps (2011–2012) and Training Coordination Subcommittee (2008).

\* **Heather MacCleoud:** Learn more about the Teaching, Learning, and Scholarship (TLS) Knowledge Community (KC) at: <http://www.nafsa.org/TLS>.

\* **Heather MacCleoud:** Please welcome panelist **Molly Giblin, PhD.**

Molly is the curriculum integration manager at Northeastern University. She joined Northeastern's Global Experience Office from Dominican University, where she worked to create new global history and honors curricula and taught in the honors program. She has a BA in French language and literature from the University at Buffalo, and a PhD in history from Rutgers University. Her work in global and interdisciplinary studies and curriculum innovation has taken her to diverse educational settings around the United States and the world.

After spending several transformative years studying and working in France and China, Molly now uses her intercultural knowledge, teaching, and research experience to help Northeastern faculty, staff, and students engage in meaningful global interactions. She is also committed to using global learning to foster inclusivity and democratize education.

**Heather MacCleoud:** Please welcome panelist Meredith Henderson, EdD.

Meredith is the Leader of the TLS KC's Intercultural Communication and Training (ICT) Network. She is the executive director (interim) and deputy director/senior director of programs at Go Global NC. She is responsible for overseeing and leading the development and execution of programs for educators, policy, and community leaders and business executives.

Meredith has served in roles of increasing responsibility at Go Global NC since 1999. Her experience includes leading and organizing programs to Mexico, Netherlands, Ghana, Sweden, New Zealand, India, Ireland, China, Denmark, Finland, Singapore, Germany, Japan, Malaysia and South Africa. She has co-presented at the International Transformative Learning Conference on the use of dialogue groups to enhance learning.

Henderson earned her EdD in adult and community college education and a master of technology for international development/sociology from North Carolina State University, and a bachelor of arts in French studies from Mount Holyoke College. She has worked in France and Canada and has a personal goal of joining the Travelers' Century Club for people who have visited 100 or more countries and territories.

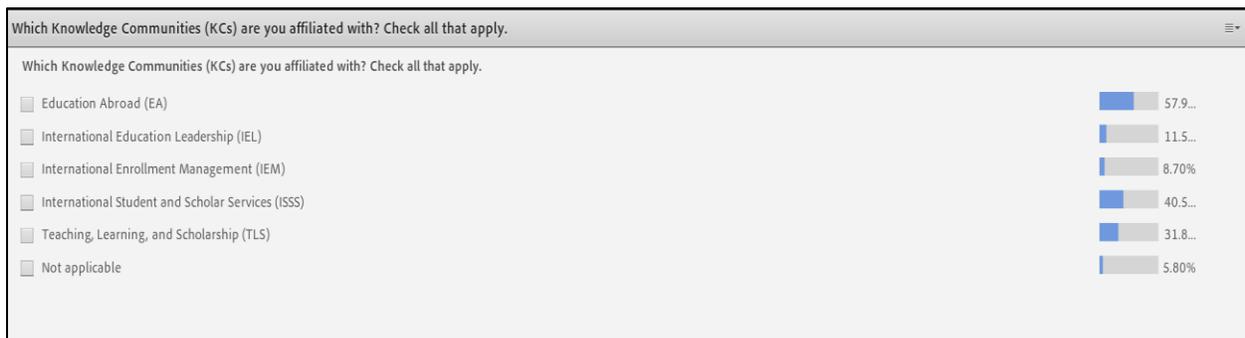
**Heather MacCleoud:** Be sure to visit the Intercultural Communication and Training (ICT) Network: <http://www.nafsa.org/ICTnetwork!>

\* **Heather MacCleoud:** Please welcome panelist **Bryan McAllister-Grande, EdD.**

Bryan is the 2020 and 2021 Annual Conference Committee member for the Teaching, Learning, and Scholarship (TLS) Knowledge Community (KC).

Bryan is the assistant director for curriculum integration at Northeastern University. He is the cofounder of NAFSA's Global Studies Literature Review (GSLR). Bryan's interests include internationalization, the history of research, and the history and philosophy of higher education. His work has appeared in The Future Agenda for Internationalization in Higher Education and will appear in upcoming volumes and special issues of Perspectives on the History of Higher Education, Teacher's College Record, and the SAGE Handbook of International Higher Education.

## Polls & Responses: 1-3





(Note: See [Poll 4](#) below: *What courses do you teach or support?*)

## Questions & Discussion

**Heather MacCleoud:** *How is the switch to virtual already changing international education? How will virtual learning change the field in the future?*

**\* Bryan McAllister-Grande:** Virtual learning opens up a world of opportunity, both because it removes the boxes of mobility and because it can re-focus the field toward the “intercultural.” We’ve been doing traditional mobility for many decades, and it’s difficult to innovate in that space. Virtual learning is a chance to work closely with faculty on deepening the curriculum and internationalizing it – creating true global classrooms, for all students – not just the select few who study abroad.

On the negative side, it could lead to superficiality (“armchair tourism”). We need good technology, strong partnerships with faculty and instructors, learning design support and creativity, and most importantly, credit models that allow students to get credit for these experiences and/or models for faculty to get incentives for designing such experiences.

**Heather MacCleoud:** *Should virtual learning really be “replacing” international education as we know it?*

**\* Meredith Henderson:** In our office, as global mobility has been reduced to almost nothing, we are looking at virtual learning as a kind of “both/and” rather than an “either/or” proposition. Currently, we are looking at ways that virtual programming can “replace” programming that includes travel but still provide an opportunity for intercultural learning. We are very hopeful that we will be able to resume programming that incorporates travel in the coming academic year (although perhaps in spring or summer) but, as that is uncertain, we are looking at ways that virtual programming can both supplement our traditional programs but also at ways that this programming can offer a different learning opportunity

**Heather MacCleoud:** *Should we think about virtual learning as having different kinds of goals than mobility?*

\* **Bryan McAllister-Grande:** I think it is actually a mistake to think about “virtual” and “mobility” as strict dichotomies. Many hybrid models could be imagined, whereby mobility and virtual learning exist side by side. It is important first to think about your overall global learning strategy and strengths, and that you hope to achieve for your students. You want to think about the goals and outcomes first, then what methods or approaches you need to achieve them.

Virtual learning offers enormous opportunities to work across disciplines and teams. Imagine a course that paired a humanist working on climate change in global literature with a scientist working on global warming solutions. Then imagine that course connected to 25 other courses around the globe working on the same idea. It’s a chance for incredible integration and scaled learning, but again, we (the field as a whole) don’t really have the mechanisms, such as agreements and faculty tenure structures, to support it, and we lack good, integrated technology to achieve it.

\* **Meredith Henderson:** I think that we may need to explore how virtual programming can help us reach students/participants who are unlikely to be able to travel or participate in in-person programs for whatever reason – funding, time, visa issues, family obligations, etc. Virtual programming can be another tool in our toolkit to provide opportunities for intercultural learning for a broader audience. I also think we need to consider the longer term. If people are traveling less does that mean international education/intercultural competence is no longer important? I would argue “no”. even if people are spending less time on airplanes to work with, study with, conduct research with people from other cultures, we are still working in multicultural teams (either domestically or virtually). How can we use virtual programming to help folks who are or are going to be working in multicultural virtual teams to develop the intercultural competency to work well together?

\* **Molly Giblin:** I think virtual learning can also provide a platform for facilitating intercultural growth - as a piece of a mobility experience, to help students process what they have encountered, or to bridge to other courses and experiences.

**Heather MacCleoud:** *How might you include learner perspectives to encourage intercultural dialogue within your student cohort?*

\* **Molly Giblin:** Recognizing internal diversity in a virtual setting, as in face-to-face courses, uses the perspectives and life experiences of students to help everyone consider how they and others see the world. What is important to your students? What do they know that you, or their classmates, may not? The key is using the virtual platform to elicit and share these ideas. Identify what kinds of technology can optimize collaboration, sharing, and reflection. Maybe students make a vlog about responses to COVID-19 in their respective communities, or a Tik-Tok video to illustrate a process, and then use a virtual discussion (with structured prompts) to think about where ideas overlap and diverge. For instance, in one of my courses, we needed to think about the histories of societies that didn’t produce written texts. I asked students to create a video of a story that a loved one had told them. As everyone shared their stories, we discussed how they had been passed down within families or cultures, what commonalities and differences.

**Heather MacCleoud:** *What might be some benefits and drawbacks of synchronous vs. asynchronous virtual education?*

\* **Meredith Henderson:** If you are working with students/participants/presenters from around the globe, an obvious benefit of asynchronous virtual programming is the ability to work in multiple time zones. Students can participate at times that are convenient for them. Working asynchronously can offer this benefit of convenience even if all of your participants are in the same time zone.

Presentations can be recorded and uploaded, assignments can be distributed and turned in online; a forum can offer opportunity for discussion.

\* **Molly Giblin:** The best practices for online and intercultural teaching don't always align. I think we've all learned in the past couple of months that synchronous time helps students to build community and dispel isolation. In intercultural learning, interacting with real humans is even more important. However, with different time zones and competing obligations, not everyone has the flexibility to join a fully synchronous experience. A combination of synchronous and asynchronous instruction probably works best – real-time interactive lectures or events, asynchronous paced modules, and collaborative projects that students can arrange on their own time.

\* **Meredith Henderson:** Additionally, we have found that asynchronous programming often requires more moderation than one might think – posting discussion questions to a forum, ensuring participation, etc. can require more time on the part of the faculty/staff. Solely asynchronous programming can also make it challenging to incorporate a sense of community in your students/participants.

\* **Meredith Henderson:** Conversely, synchronous programming brings together all of your students/participants at one time in one “virtual” learning space. This can be particularly difficult for students who are spread across time zones but also, at least right now, for students who are quarantined and sharing space with others who are working/studying from home; for students with low-bandwidth connections; for students with other obligations.

\* **Meredith Henderson:** You may want to consider a combination of both synchronous and asynchronous programming with options for viewing recordings of synchronous interactions if they are missed. In either case, you will also want to consider the impact of culture on how participants may respond to your online learning activities.

**Heather MacCleoud:** *How can one integrate experiential education practices into virtual education?*

\* **Sora Friedman:** As you may know, the concept of experiential learning was formalized by David Kolb; [HERE](https://www.simplypsychology.org/learning-kolb.html) is a link to his website if you'd like primary source information (https://www.simplypsychology.org/learning-kolb.html). What is key to know is that Kolb described four stages for experiential learning. They are concrete experience (in which something happens), reflective observation (during which an individual thinks about what happens), abstract conceptualization (in which an individual makes meaning of what happened), and active experimentation (in which an individual tests or applies what they have learned to a new experience), and can happen in any order. How does this translate to a virtual learning environment in our field? Here are three examples, one simple, one mid-level, and one higher-level. This basic-level example uses less text and more activity. Recently, a student was giving a virtual presentation and instead of using Zoom's now well-known polling feature, he asked participants to use “fist-to-five” to share their preferences. In this visual exercise, students are asked to vocally share or hold up a certain number of fingers to express a Likert scale, e.g. one finger for “I disagree” to five fingers for “I agree.” This keeps students listening to each other and looking at each other instead of looking at the side bar poll instead. At a mid-level, keep in mind that even though the expression of learning may take place online, an entire learning experience does not have to. For example, one of my favorite exercises is a virtual field trip. In order to learn about the field of international education, students contact a school, NGO, provider, etc. near where they are, and set up an informational interview. While it's great for them to do this face-to-face, virtual meetings can work as well. After their “field trip,” i.e. the concrete experience, students write a reflection based on previously provided guide questions. In addition to reflecting on what happened (reflective observation), students are required to write about what they learned (abstract conceptualization) and how they will use it in the future (setting up their future active experimentation).

\* **Sora Friedman:** At a higher level of expression is the “home visit,” a useful tool to facilitate student learning about culture in a virtual environment This is especially useful in times of quarantine, as instead

of a physical homestay, students instead select a cultural object such as a piece of artwork, a food, clothing, any object they like. They then describe that cultural symbol using a provided framework with questions such as: What is this?" (others can guess before an answer is provided) What are its uses? Who uses or prepares it? What does it symbolize? Why is it important? And so on . . .

**Karen McBride:** *From 1-10, how critical do you think it is to have students engage in dialogue with a) other students and b) faculty/instructor when they are working on their intercultural competency? How does this balance with selected reading or other activities, do you think?*

\* **Sora Friedman:** Karen, I'd say 10! Just as would happen in a F2F classroom, students often learn most from each other, engaging in questions, dialogue, and shared learning. As we know well now, no one wants to sit in front of a screen all day, so having a mix of learning methods is always wise. That way, students share their reflections on readings, push each other with questions, and develop more critical thinking skills instead of just listening to a professor profess.

**Nick Dunn:** *A question on my and many of my colleagues' minds: How do we do Intercultural Learning in asynchronous fashion, beyond just recording video events?*

\* **Molly Giblin:** I like to use learner output - what can your learners produce that then becomes content? In other words, assign a mini-project (individual or collective) around a theory or other piece of the course, and then let learners use technologies that are comfortable to them to create something that other students can then engage.

\* **Meredith Henderson:** I think that discussion forums with questions that inspire thought and discussion along with good facilitation can also be helpful ways to encourage learning in an asynchronous manner.

\* **Meredith Henderson:** I really like to mix it up a bit in a virtual environment the same as I like to in a physical environment. So, I do think that it is helpful to have a good synchronous technology for "meeting" - I personally like Zoom because of its flexibility and ability to integrate with a number of learning management platforms. But I also like to connect to TED Talks, YouTube videos as well. I also like to use things like WhatsApp for communicating. However, we have staff members who are experimenting with using TikTok and other apps as well!

**Jennifer Creamer:** *Any suggestions for good virtual ice breakers to warm up before a virtual workshop?*

\* **Molly Giblin:** One idea is to have everyone set a virtual background, and then explain why they chose it. (This also allows people to choose what they show to the world.)

\* **Jennifer Creamer:** Great idea Molly, however, we are a Google Meet school, so no backgrounds. I could suggest a show and tell for an item.

\* **Molly Giblin:** Show and tell also sounds like a great idea! I also used to have students identify something that they had in common visually (a color of clothing, same paint on the wall, a stuffed animal), or something that WASN'T visible that they wanted fellow learners to know about them.

\* **Molly Giblin:** I recently participated in a student-focused webinar in which the learners in small groups drew pictures based on instructions from a leader and held them up to their webcam. (Of course, everyone's pictures were different, and we talked about what was going on in each, and how we got to such different places from the same set of instructions.) We took screenshots of what everyone produced, and then brought them into other groups to debrief.

\* **Jennifer Creamer:** Molly-I love that. I experienced this exercise during a conference. All attendees had a piece of paper, closed their eyes, and listened to the folding instructions of the leader. All of us had a different "origami" at the end. I like doing something physical and that is what you miss when you are sitting and looking at the screen.

\* **Meredith Henderson:** What a great exercise and nice way to incorporate the physical into the virtual.

**Kari Henquinet:** *What are some examples of virtual learning experiences your offices or programs are pursuing for this year?*

\* **Meredith Henderson:** We are using some of this time to develop quality virtual programming that can supplement in-person programming. For example, we rescheduled a short-term program for teachers that was to occur in summer 2020 to summer 2021. But, we are still starting the programming this year. We are developing an online series of sessions to provide some of the content that would have been offered in two-day in-person workshop. Spreading these sessions out over a longer period of time gives us the opportunity to work with greater intent with participants and gives them the opportunity to experiment with the material in their own classrooms.

\* **Will Hug:** A standard multicultural education icebreaker that could work virtually is for participants to describe/say/give phonetic pronunciation for their names and explain the importance of their full name and/or nickname. Answers often range from "my parent named me after a favorite relative, hero, etc." to "in my language, this name carries this meaning, this is my family name, etc."

\* **Meredith Henderson:** I think this is a great icebreaker and like that it allows students to share only as much as they are willing to share but also helps to build a personal connection

\* **Michael Smithee:** There are a number of pen and pencil activities. Also, Craig Storti has excellent learning tools in his *Crossing Cultures through Dialogue*.

\* **Meredith Henderson:** Thanks - also a great idea!

**Eylem Atakav:** *As scholars we might be ready for and have strategies for virtual intercultural teaching. Do you think students are ready for virtual learning?*

\* **Molly Giblin:** I think many students are at least as comfortable with virtual learning as instructors are - probably even more so! When the learning setup is engaging (not just videos and responses, but combining experiential moments with content delivery), students are very willing to participate productively. Some students with whom I've spoken recently who don't always feel included in face-to-face environments, have said that they prefer online learning to classroom experiences because they can interact on their own terms and at a different pace. There is a very real danger of burnout in a virtual setting, but thoughtful construction of the virtual experience, with opportunities for different kinds of engagement and meeting different learning styles, can mitigate some of that.

**Tara Harvey:** *I am very curious to know why you all chose this format for this dialogue (and hope you see the relevance of this question to our topic).*

\* **Sora Friedman:** Hi Tara, NAFSA has found Collegial Conversations to be an effective platform for eliciting lots of good questions from a lot of members. They accommodate visual learners, are more interactive, allow for sharing of resources, and are easily accessed after the event too. (They also are free-of-charge to members.) Webinars usually have limited time for Q&A and E-learning allows for deep learning but costs more due to the more intensive development of materials; they also take longer to complete. Town Halls are usually one-way. I think the goal is to have a variety of offerings with diverse formats to serve a variety of learning styles, (also at a variety of price-points (to be realistic too).

**Will Hug:** *Has anyone been aware of enrollment strategies changing at your institutions, or statewide international educational consortia, to repurpose the international education/global education office to attract international students to attend virtually, instead of in-person? I believe we are all focusing on the pedagogical opportunities, but there is a business side to IEM that may soon drive/encourage/support these discussions.*

\* **Bryan McAllister-Grande:** I'm aware of some initiatives for changing enrollment management to have international students attend virtually, yes. Some of these are still in development and probably can't be

announced quite yet. We are seeing things such as special virtual courses for international students and unique platforms. Another model that is out there is having international students study at partner institutions in their home countries, on an exchange model.

**JY Zhou:** *What are the technology, tools, apps, etc. that you enjoy using in virtual classrooms?*

\* **Meredith Henderson:** I actually have liked using Zoom as a technology for synchronous conversations because it works really nicely with a lot of learning management platforms. For asynchronous, I like using YouTube and TED Talk videos. I also like to use WhatsApp for communication but have colleagues who are experimenting with newer apps like TikTok and are really enjoying using them.

\* **Molly Giblin:** I used to have students use Google slides to illustrate and narrate ideas or stories, which worked really well - they got very creative, and could use all of the images available in a virtual world to add to their visual ideas.

\* **Molly Giblin:** I haven't personally used Prezi, but I have heard good things from students and colleagues. This might be particularly useful for learner-generated content.

\* **Bryan McAllister-Grande:** We've been switching to Canvas (from Blackboard), which allows for better integration, I think, with other apps such as Kanopy for films, Zoom, and various discussion boards. It also allows faculty to "break up" Zoom fatigue by building out modules, which can be similar to how our international partners design their units/courses as well.

**Karen McBride:** *What type of really focused faculty (and staff) development strategies can you share that will help increase capacity of virtual, intercultural learning now that the need will be even higher? Like many schools, ours doesn't have a real large number of faculty or staff trained in the intercultural learning area (though they are very passionate!) and I foresee targeted training as being a must. How do we convince nervous faculty and cash-strapped departments to invest in this?*

\* **Bryan McAllister-Grande:** At Northeastern, Molly and our Center for the Advancement of Teaching and Learning through Research (our Teaching and Learning Center) co-hosted a Teaching Exchange. This was an online meeting and was very informal and allowed faculty who are moving their courses online to share ideas. Oftentimes ideas from one study abroad experience/course could be easily adapted to another context, while others were more difficult to adapt. Our Teaching and Learning Center - CATLR - is really wonderful to partner with. We're planning a few more "Teaching Exchanges" for the next few months.

\* **Molly Giblin:** I think faculty hearing from other faculty about what has been successful in virtual teaching (and what can be easily adapted) makes everyone more confident. Asking those with more experience or comfort teaching virtually to show others what is possible can smooth the path for everyone.

**Heather MacCleoud:** *What are examples of effective intercultural engagement that you've discovered in the past two months?*

\* **Sora Friedman:** I've seen teachers using books, music, photos, videos, etc. from various cultures. Asking students to watch videos and share reflections, questions, learnings with each other is often well-received by students. Setting up "pen-pals"/project teams with students in a school located in a different place is another idea. And inviting guest speakers to speak either synchronously or asynchronously works well too.

**(Note: See [Poll 5](#) below)**

**Will Hug:** *I believe U.S.-based education will be important for English language learners, and students in certain fields. I am interested in how a virtual intercultural, transitional year might support/help guarantee better success for international students who plan to come to the U.S. for future studies.*

\* **Meredith Henderson:** Will - we are currently actually exploring something similar to that idea by offering a virtual ESL plus intercultural option (although for a semester) to help with the transition to future in-person learning for students who plan/hope to attend university in the US. It is still in the pilot stage, but I would be happy to share results once we have them.

**Melissa Whatley:** *What strategies can we adopt now to prevent a future situation where virtual learning is viewed as a "replacement" for international mobility for students who are already underrepresented in international mobility? That is, how do we prevent a bifurcation of opportunity structures for students?*

\* **Sora Friedman:** Hopefully the success of the past two months, i.e. the fact that students have been able to continue with their learning, will be remembered. Online learning is not better or worse than F2F learning; just like cultures, it is just different. Each modality has positives and negatives, i.e. mobility programs are more challenging to some than others just as virtual learning is more challenging to some. But what really sticks with me is first, that virtual education allows many people to have access to programs that they otherwise wouldn't be able to access. I think the key is to offer as wide a variety of opportunities as possible so that advisers, teachers, and students can together discern what works best for the individual, what reaches the greatest number of students, what allows information to flow freely. Not sure this answers the question directly but it's where my thinking is at the moment.

**Nick Dunn:** *How do we make the case to stakeholders (especially funders, like parents and campus-level administrators) that our virtual teaching is still worth their investment?*

\* **Bryan McAllister-Grande:** It's a great question. We have this problem in international education more generally, so the issue isn't necessarily new. Traditional mobility – study abroad, exchanges, etc. – “works” because students report having life-changing experiences and career gains, but the research is actually spotty or has significant issues of rigor and selection bias. Indeed, a similar issue persists in higher education as a whole. We have data that points to substantial career gains for students who attend college versus those that don't, but we also have research that shows that students are learning shockingly little in their four years of higher education. As a sector, higher education has been in crisis for around two decades, with public confidence waning.

We can draw a couple of conclusions from that. First, I think we should aim to create virtual experiences and virtual learning that is memorable and even perhaps life-changing for participants. This means innovating, not simply duplicating or mimicking what traditional mobility accomplishes. We have to think pretty radically about what can be achieved in the virtual space, and really invest in some game-changing technology such as 3D and virtual reality.

Second, it means, as a whole, we need far better research and assessment in international education. Systematic assessment in the field is still rather new. Advanced research training is sorely lacking [this is a bit of a plug for a new NAFSA white paper that I have co-authored with Melissa Whatley, “International Higher Education Research: The State of the Field,” due to be published in early June). We need to better understand intercultural and content gains from international education, and perhaps especially the difference between virtual and in-person models.

**Heather MacCleoud:** *What are you currently doing (or planning to do) for virtual/online education?*

\* **Bryan McAllister-Grande:** Northeastern is putting around 50 of our faculty-led summer programs, called Dialogues of Civilizations, into "Virtual Dialogues" -- many of these have already begun. We're also considering various options for the fall.

\* **Bryan McAllister-Grande:** Some of these Dialogues are done synchronously, others are asynchronous. Many involve guest lectures or discussions with international partners, or team-based work with partners abroad.

\* **Jennifer Creamer:** We recently hosted our virtual graduation ceremony for our study abroad and international students. We awarded two prizes and allowed the student awardees to video their acceptance speech. Even though they attended the ceremony, it was nice to have the videos to share, they were able to say what they felt without getting nervous, and we can share on our website, they send to relatives and friends. At first, we thought it might be strange, but it wasn't, and we could use this method for other activities during a virtual workshop with students.

\* **Meredith Henderson:** Thank you for sharing!

(Note: See [Poll 6](#) below)

**Dale LaFleur:** *What is the most frustrating aspect of using online platforms?*

\* **Molly Giblin:** Recognizing that not everyone has the same access to good bandwidth, a stable connection, and a good computer. And planning accordingly.

\* **Sora Friedman:** One of my biggest frustrations is that each platform involves different details. Remembering the details for each respective program keeps me on my toes.

\* **Meredith Henderson:** I think that there is an opportunity for overwhelm that we don't often account for in virtual learning. Also, I think that we don't always account for the time to learn how to use technology to get the learning outcomes we are looking for but also that we sometimes lose the emphasis on the learning outcomes in the search for the newest and best tech.

**Tara Harvey:** *Now is the time to perhaps replace the idea of "internationalization" to "Interculturalization." :) Maybe the term needs to be worked on a bit.*

\* **Dale LaFleur:** Our next challenge!

**Heather MacCleoud:** *Any final thoughts from our panelists?*

\* **Bryan McAllister-Grande:** I strongly believe that the biggest challenge to expanding virtual learning is establishing the schemes and models, most importantly credit models and legitimacy.

\* **Molly Giblin:** Remember to do what you know how to do - work backward from your learning outcomes and use the technology to enhance your methodology. Many things that work well in face-to-face learning are also great in a virtual setting - it is just a matter of figuring out how your platforms can serve your goals.

\* **Bryan McAllister-Grande:** Right now, it's a "Wild West" and there are few accepted models, beyond COIL (Virtual Exchange)

\* **Bryan McAllister-Grande:** The situation is similar to when "Internationalization" became a buzzword in the early 2000s - now we need conceptualizations and budget/credit models to enact these ideas

**Heather MacCleoud:** Thank you to our panelists! Sora Friedman, Molly Giblin, Meredith Henderson, and Bryan McAllister-Grande!

## Polls & Responses: 4-6

### Poll 4: *What courses do you teach or support?*

#### Responses

- Introduction to Global and Cultural Perspectives
- Cross-cultural preparation and cross-cultural reflection.
- New Student Experience
- First Year Experience class for undergraduate and exchange new students
- Preparing for Cross-Cultural Immersion, Intro to Cultural Anthropology, Anthropology of International Development
- None
- Preparation for Study Abroad
- None
- Workshops for faculty, staff and students but not for-credit courses
- Return study abroad course, pre-departure courses
- I support faculty course design and give seminars on issues related to internationalization of the campus, curriculum, etc.
- A support course for international students registered or recently graduated from our college.
- Facilitating Intercultural Learning (for faculty & staff)
- Re-Entry for EA students; international higher ed grad class (previously)
- NA
- Intercultural Communication
- Global Competence Certificate (AFS)
- Hospitality and Culinary
- Polytechnic
- Freshman Seminar

### Poll 5: *What are examples of effective intercultural engagement that you've discovered in the past two months?*

#### Responses

- Using zoom's breakout rooms for small group discussion on bigger topics has been really helpful for us!
- We have been using Mural for a lot of collaboration. I really like it and everyone finds it very easy to use.
- We use Canvas for more secure communication with students, when Zoom would not be appropriate. It has a Zoom-like feature I believe that is an add-on (for an extra fee)
- Haven't been leading that charge in the past 2 months, so not sure
- zoom meetings where students have an opportunity to ask questions
- I had my students study "pandemic culture" all around them, encouraging them to notice groups different from themselves while also reflecting on their day-to-day and how that had changed.

## Poll 6: *What are you currently doing (or planning to do) for virtual/online education?*

### Responses

- I'm using Zoom during our regularly scheduled class times and Basecamp to keep students on task and encourage updates between meetings.
- On demand + some live events + virtual peer mentoring
- virtual exchange sessions with partner universities; course that integrates virtual exchange
- workshops for students and faculty
- orientation for new international students
- I created short videos of my lectures for students. I also am planning to use a weekly meeting discussion in the fall where we can break out into small group to discuss the topic for the week.
- I am interested in how language is a conveyor of culture, so students and faculty/staff understanding in this global, virtual exchange may be filtered/understood differently due to certain linguistic differences. Two-way bilingual education is a plus.
- Information Sessions, Study Abroad Fair
- I've been offering a 12-week online professional development program called Facilitating Intercultural Learning for several years. It follows a flipped classroom approach, combining asynchronous and synchronous learning.
- Using an online learning platform to host assignments and chats for students
- We have created summer and fall virtual academic and internship programs
- hybrid orientation
- Thank you all for the many great ideas and resources! I can't wait to follow-up.
- Online currently and planning to go online for fall term.
- Institutionally, the University of Illinois at Urbana-Champaign has moved and is moving much of our curriculum online. The ISSS office is mostly using Zoom to create Intercultural learning workshops and dialogues
- Offering a webinar series in which professors who had spring break/summer study abroad [programs] planned tell what they did when those plans were changed by COVID-19.
- Rather than providing our usual 8 hours of intercultural learning workshops for faculty/staff preparing for short-term study abroad, we instead will be offering workshops in how to use COIL.
- webinar on intercultural communication
- Similar to Meredith, we are looking at it as a both/and setup. We are building an immersive service-learning abroad program, but now we are focusing on setting up "virtual" service placements, similar to the COIL idea.
- online course for international students wanting to gain research mentorship and experience before grad school
- Reaching out to partner universities and exploring options
- I will teach three asynchronous online First Year Seminars in the fall (22 students each) called Intercultural Dialogues
- We recently launched global remote internships and a career readiness course which is centered around intercultural learning
- I personally have not done anything, but my institution has
- Some ICC exercises into weekly coffee hour; planning a series of ICC modules for faculty and staff. ICC modules for incoming international students. Also planning for students to do culture shares/international cuisine shares as Instagram take-overs.
- Pre-arrival orientation for international students is online. Getting ready to hold fall international student orientation online. Considering moving graduate preparation program online.

- No concrete plans as of now.
- Online faculty training modules
- Planning for virtual exchange in the fall or spring semester
- We are using a LMS as a tool to support international students.
- Trying to establish whether students are ready for online learning. Lots of much needed and urgent dialogue between colleagues. At my institution we use Teams, Collaborate, Zoom and Skype. And recording lectures on PowerPoint seems to work, too.
- I am looking into facilitating a Global Competency Certificate for our students and am inquiring with AFS. Are there any other similar programs that you are aware of?
- Consulting

For more information about this topic, please visit the Teaching, Learning, and Scholarship (TLS) Knowledge Community (KC) page: [www.nafsa.org/TLS](http://www.nafsa.org/TLS).

