



Internationalization at Home

A model of Collaboration for International Virtual Projects

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This initiative is part of the educational duty to integrate, share and transpose knowledge connecting the classroom to the outside world, as a way to broaden and legitimize discoveries and learning

Objectives

- Through use of shared technologies, students are able to communicate across cultures, learning to make adjustments due to differences in language, culture, and technology.
- Students become open to new perspectives through group interaction and assigned tasks. Through each class's assigned activity, students develop insight into personal cultural rules and bias especially in the context of rhetoric and learning/teaching.
- Students understand how to collaborate professionally with others from different cultures.
- Students are familiar with different language learning and assessment methodologies that allow them to design their own language courses.

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- Course offered by SUNY(March/2018)
- SUNY Academy (May/2018)
- Syllabus Design(June/2018)
- Web platform (Edmodo)(July/2018)
- Beginning of the course at UFPE (August/2018)
- Beginning of partnership(September/2018)
- End of the project (October/2019)

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- The partnership: why collaborating online?
- Paths in which the international virtual experiences can take
- The context (interdisciplinarity / content)
- Benefits and outcomes

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1. Describe the impact of the partnership with the outside group.

R: It was an innovative partnership for me because I've never had contact with such a project with a group from abroad, and it's important because it promoted cultural and social exchange among Brazilian students and native speakers.

The interaction with students from abroad was important not only in my academic training but also personal. Through interactions with students, I was able to learn new vocabularies, understand how the educational system works, how the school structure is organized, and what each student's experience was like in their academic life.

2. How do you evaluate the interaction/language with colleagues from abroad. Was it helpful? Was it difficult? Do you think it had benefits in terms of language development?

R: Right from the start, I imagined that I would face difficulties with the Language level they would have, but it was simpler than I thought. The experience enabled me to learn some new terms related to the theme and some syntactic constructions that I had not seen before.

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3. Was your perception of interculturality influenced?

R: The experience helped me to rebuild my idea about American system of education. In many aspects. Being able to exchange information, opinions and cultural views of the world and education. It was important to deconstruct the idea that there are only bad things in here and only good things out there.

4. Was your knowledge in curricular terms of the discipline influenced?

R: Quite a lot, because the production of parameters for evaluation made us problematize the importance of planning carefully our lesson. COIL added a lot because we were able to merge knowledge and practice.



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5. Describe the main strengths of the partnership.

R: The interaction between English language learners, and native language speakers, the exchange of information provided through this, and the use of the platform was also interesting.

6. Describe the main negatives of the partnership.

R: Some (US students') answers were superficial and this made it difficult to carry out the work. I found it difficult to depend on the work of others who did not finish things on time.



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7. What is your impression in terms of the technological tools used for the partnership (*Edmodo, Blackboard, Moodle, Google, Facebook, etc...*)?

R: I was familiarized with most of the tools already, and Edmodo is very similar to other tools I've already used. I think it is very important to integrate technology into teaching, especially in this discipline.

8. Was the course worth it? Would you participate in a course with COIL (BRAVE) approach again? Why?

R: Yes. I found the experience enriching and different, I would do it again, for sure. Now I have lowered my barriers and in the end it was a very productive experience.

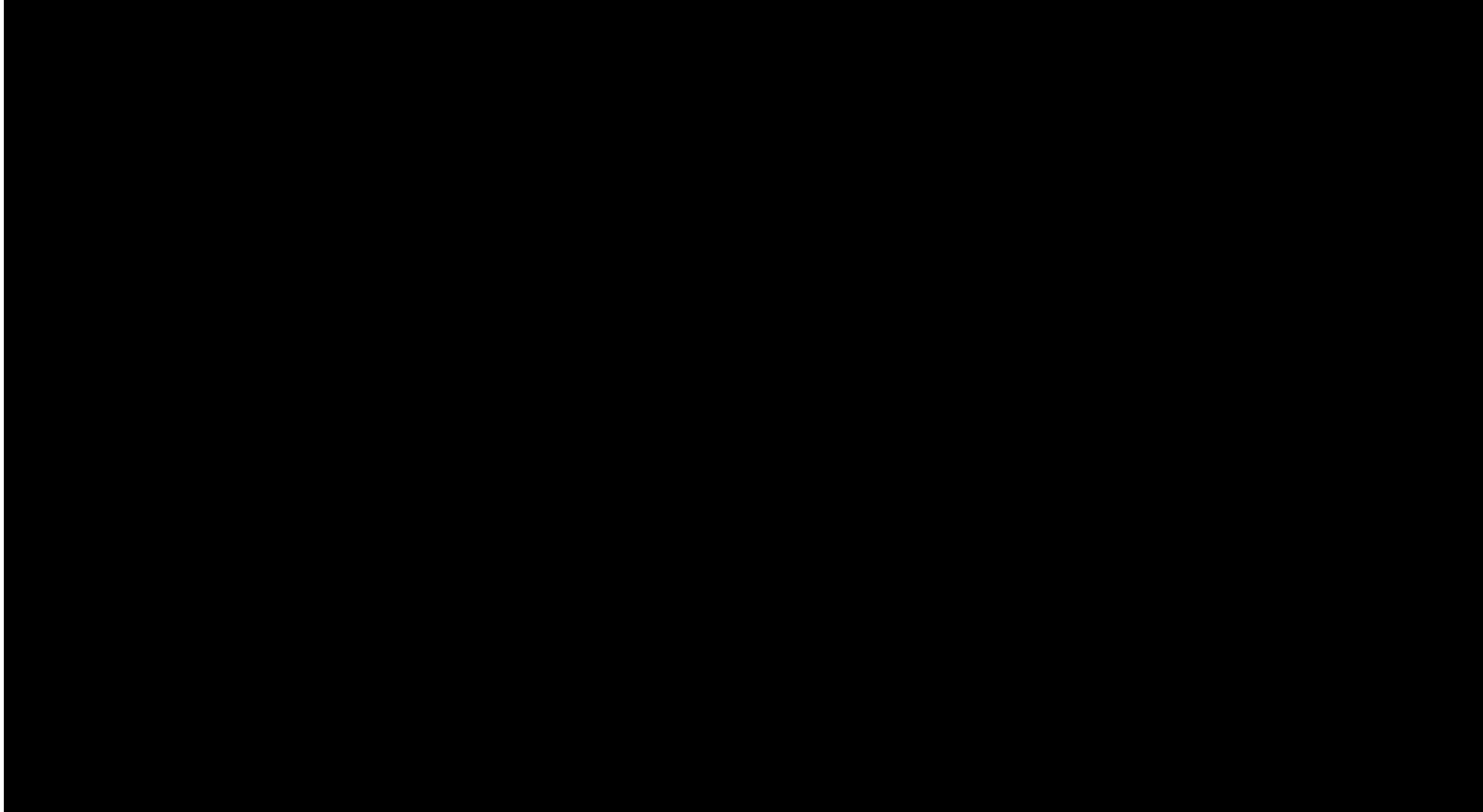


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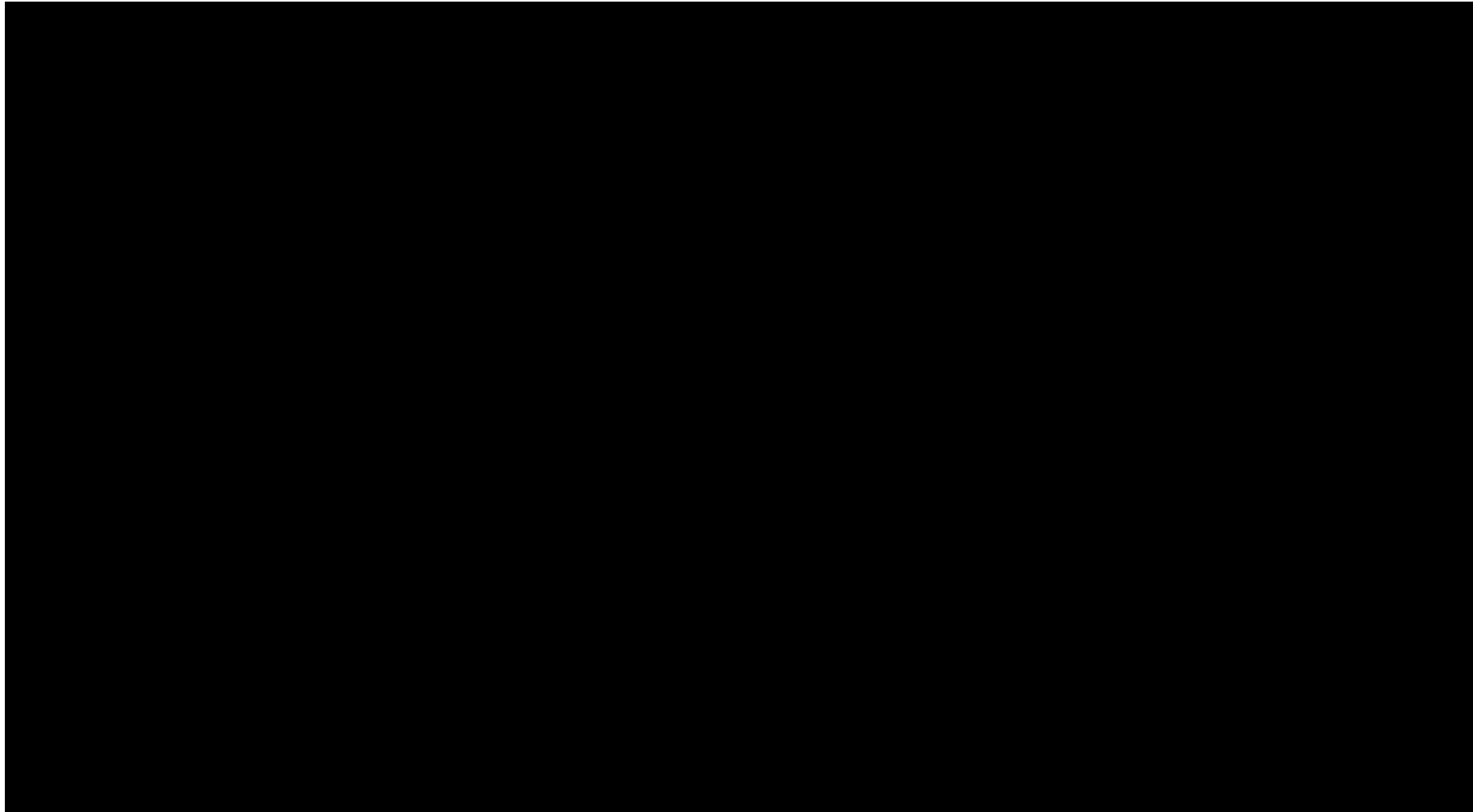
Partnership perspectives

- Different groups/disciplines
- Analysis of the data from an intercultural communicative competence and linguistic perspective (after the phase of methodological analysis).

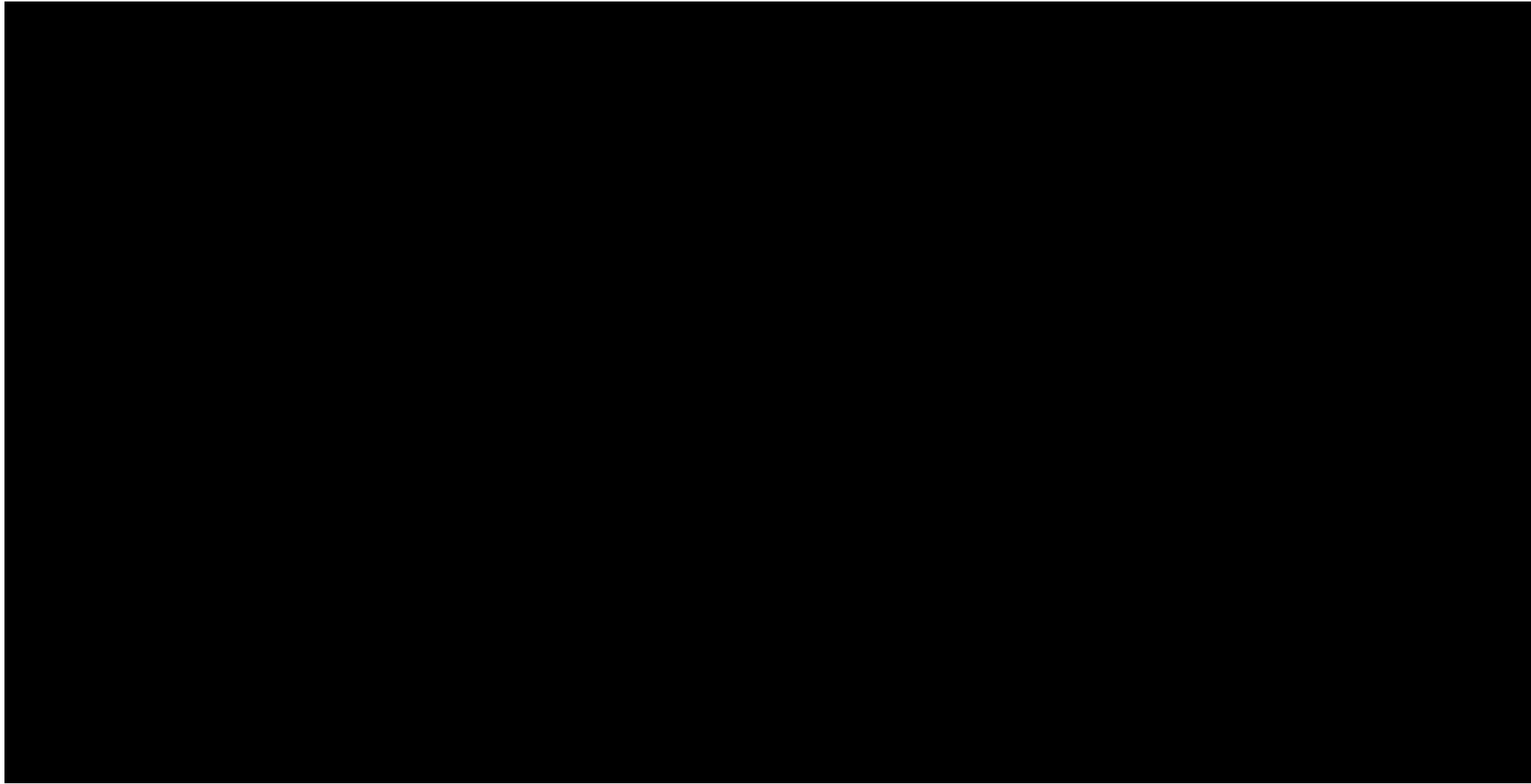
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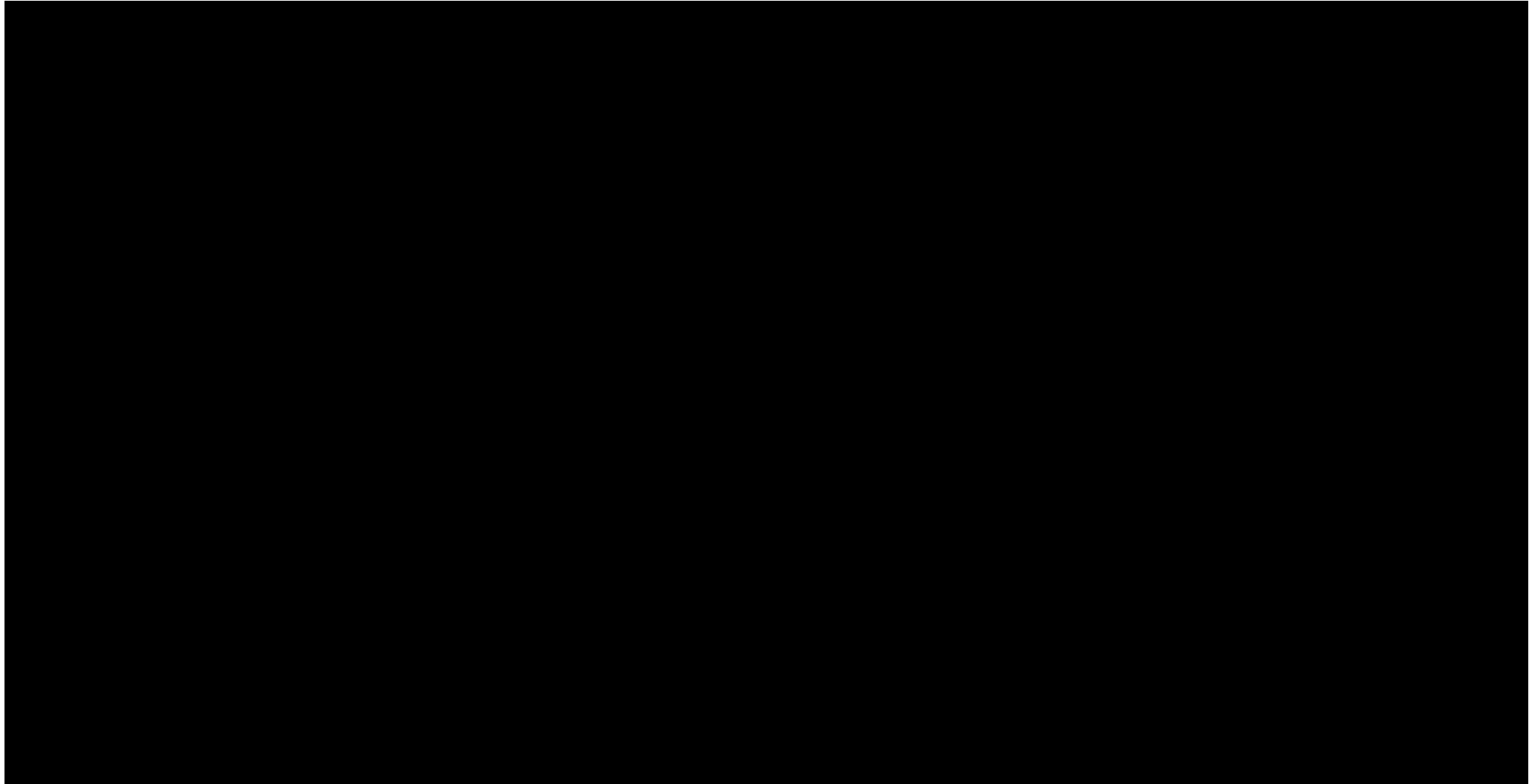
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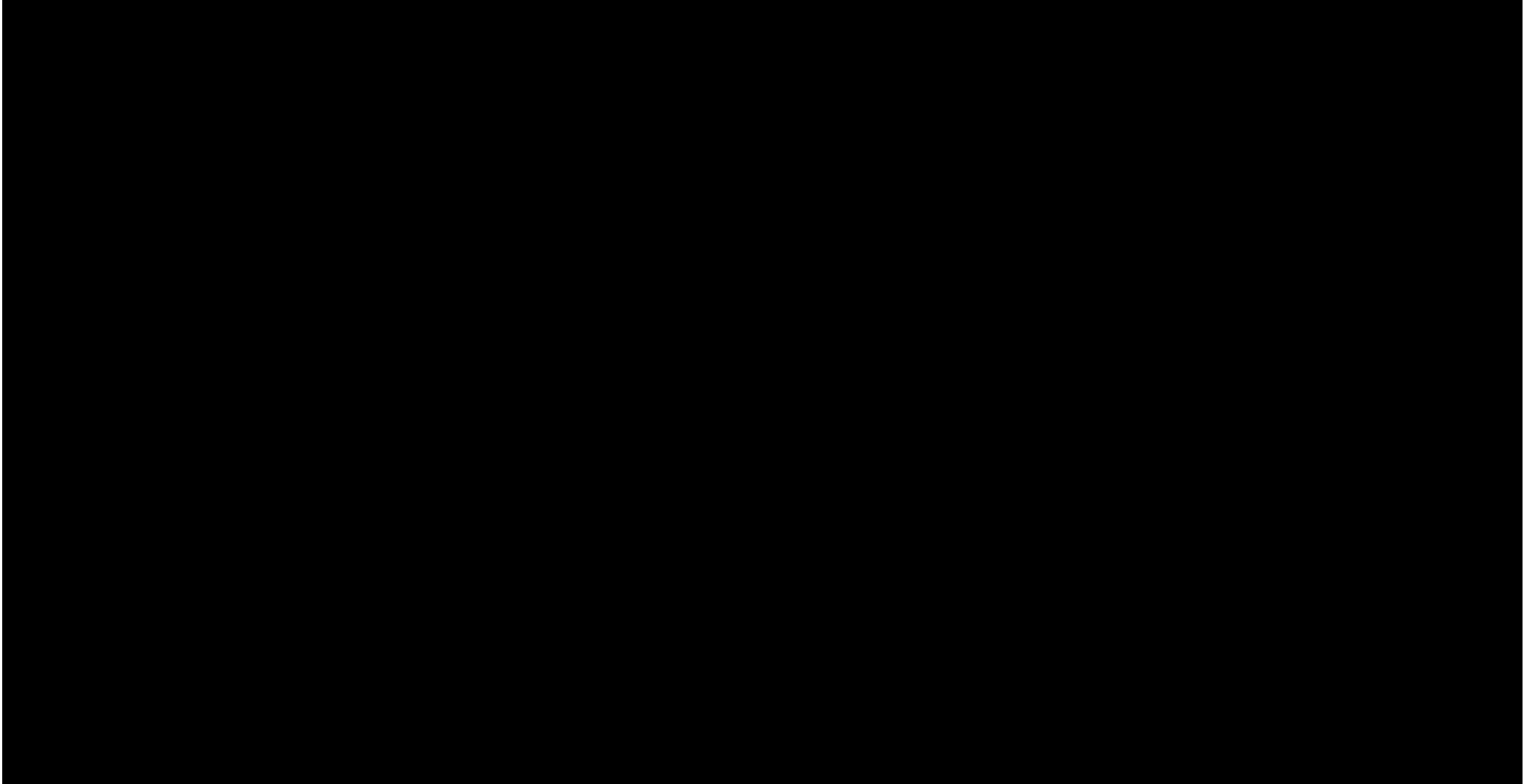
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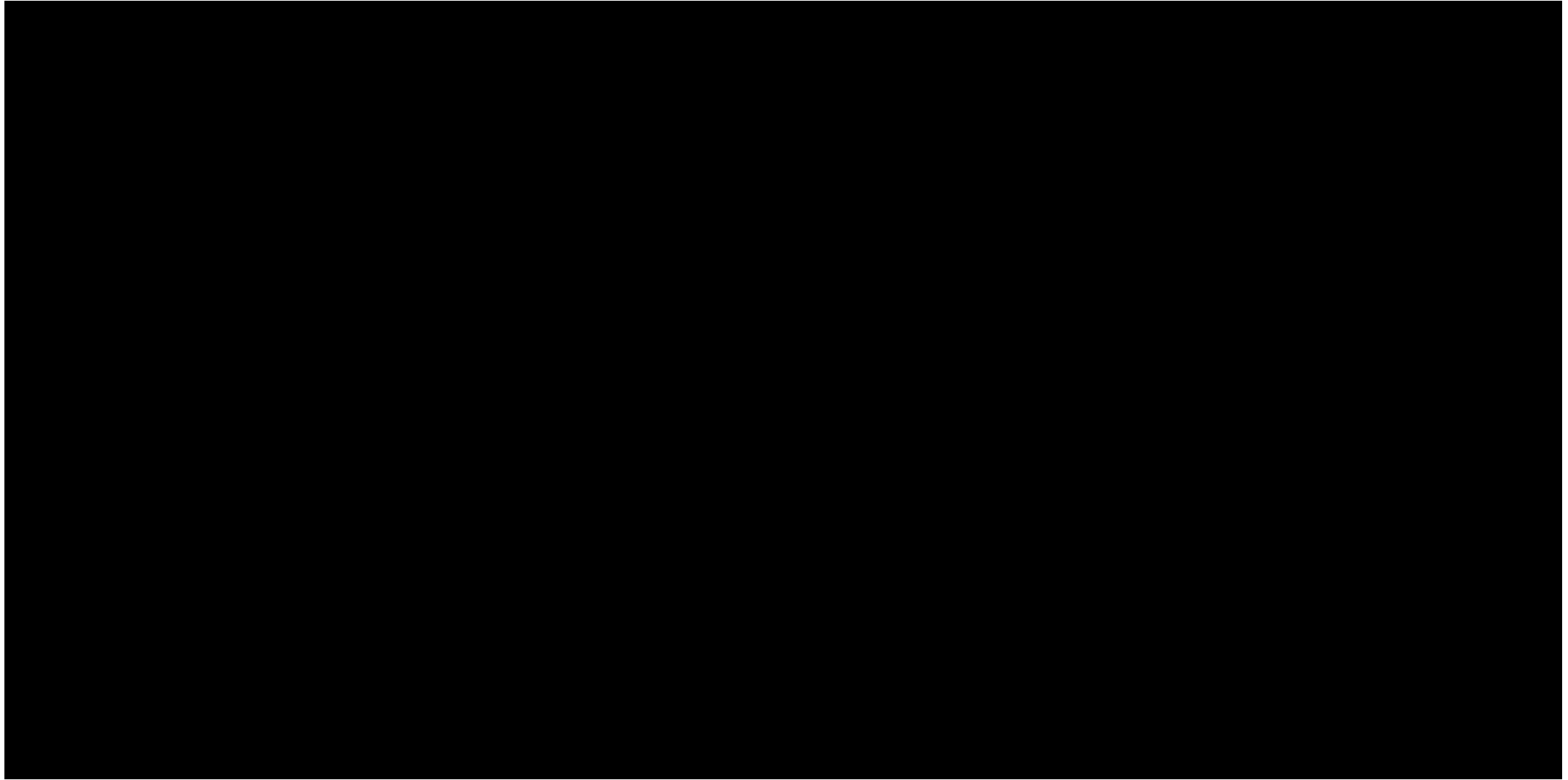
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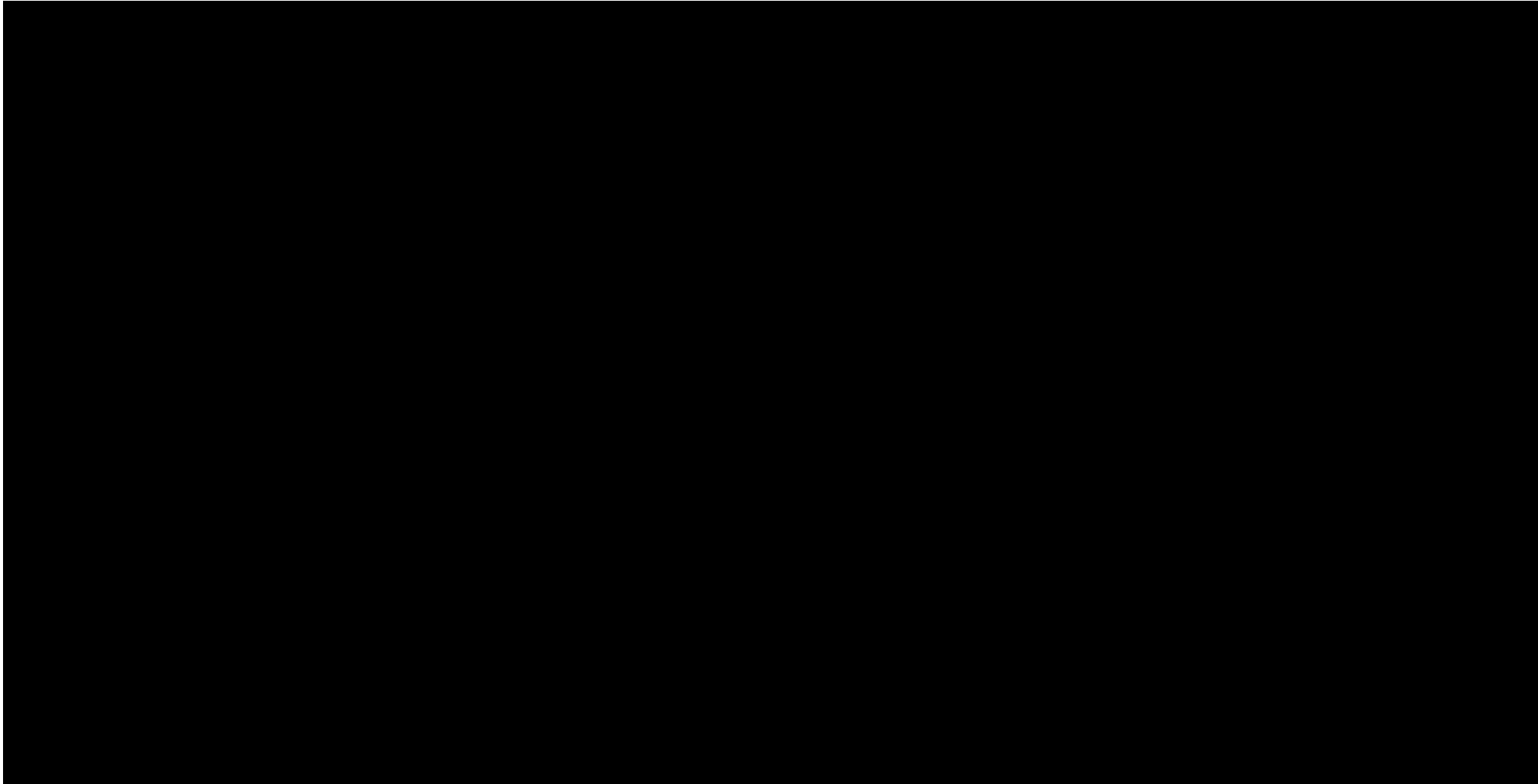
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Thank you!

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