Types of Virtual Exchange
Virtual exchange can be synchronous, asynchronous or a blend of both.

**SYNCHRONOUS**: Real-time interaction
- Video Conferencing
- Google Docs
- Messaging and Texting
- Social Media

**ASYNCHRONOUS**: Interaction at separate times
- Google Docs
- Social Media
- Discussion Forums
- Blogging

Levels of Engagement

**Level 1** | **asynchronous online interactions**: commenting on peer work, such as blogs, artwork, lab results, writings, voice recordings

**Level 2** | **synchronous encounters**: connecting in real time to students through video conferences and/or live chats

**Level 3** | **asynch or synch online learning**: learning through sustained digital interactions, such as email, forums and video conferencing, to support curricular objectives

**Level 4** | **asynch or synch communities of practice**: designed for specific learning objectives where students initiate or join global collaboratives

Adapted from The Global Educator by Julie Lindsay
Elements of Design for Virtual Exchange

- Introductions and Engagement
- Guided Inquiry and Collaboration
- Culmination and Reflection

Virtual Exchange

Content Knowledge

21st Century Skills

Assessment
Developing Driving Questions for Virtual Exchange

- Gets to the heart of what you want to learn
- Challenges students emotionally and intellectually
- Generates more questions
- Benefits from multiple perspectives
- Usually begins with How? What? or Why?
- Has more than one answer

Examples

- What factors shape our values and beliefs?
- How do we know how to make good decisions?
- How do stereotypes influence how we look at and understand the world?
- What is your vision of a “perfect society” and how would you describe it?
- What is the relationship between freedom and responsibility?
- How could we use mathematics to create a better world?
Boosting Engagement for Virtual Exchange Students

Tips

- Connect to prior knowledge and larger purpose
- Assign specific roles and ensure equal participation
- Set goals and visibly track progress
- Integrate creativity and self-expression
- Choose relevant and relatable topics
- Dedicate a portion of your classroom to the project
- Build interpersonal relationships
Fostering Collaboration for Virtual Exchange Students

Tips

1. Give students a reason to collaborate.
   Design projects that students can only complete through teamwork.

2. Ensure students fully understand collaboration.
   Brainstorm ways to work together and share responsibility.

3. Create a culture of safety for open dialogue.
   Teach students to view issues from multiple perspectives.

4. Create opportunities for discussion and consensus.
   Ask students to plan and come to agreements together.

5. Embed accountability so all students contribute.
   Describe how students will be assessed both individually and as a group.

6. Manage project so that all students can easily track their progress.
   Create shared project management documents for students to access.
Assessing Learning for Virtual Exchange Students

When to Assess: Throughout the Project

**Formative**
Tracks student progress and informs teaching strategies throughout project.
(I.e., exit slips, one-on-one meetings, journal reflections, group reflections)

**Summative**
Evaluates final results in student learning.
(I.e., final presentation, project showcase, peer reviews, reflection paper)

What to Assess: Global Competencies

**Skills**
...to understand the world and to take action

**Knowledge**
...about the world and other cultures

**Values**
...of human dignity and diversity

**Attitudes**
...of openness, respect for people from different cultural backgrounds and global mindedness

How to Assess: Multiple Approaches

- Individual evaluation
- Group evaluation
- Peer evaluation
- Self evaluation

Technology, Privacy & Protection for Virtual Exchange

1. **Technology**
   - What equipment do you have access to?
   - What accessories will be helpful for students?
   - How can you leverage materials to benefit all students?
   - Will time zones and hours of access to technology correspond so you and your partner’s classes can meet in real time?
   - What technology is needed to complete this project?
   - How much bandwidth is needed for video conferencing?
   - Will students need to be taught new skills to use the technology and software?

2. **Privacy & Protection**
   - Schools should develop Acceptable Use Policies to educate parents and obtain permission for student participation in online activities.
   - Teachers should follow established school procedures for using online services (such as Skype).
   - Teachers should check privacy evaluations for online services regularly to see how different products use and protect student data.
   - Online services (such as Skype) should post their Privacy Policies and/or Terms of Service to demonstrate compliance with online safety rules such as COPPA The Children’s Online Privacy Protection Act in the US.
   - Be sure that you and your partner have access to the same sites!

Consult this great resource: https://www.commonsense.org/education/privacy/

Visit our QFI Technology Collection on Participate.com for a sample permission form and more information and ideas: www.participate.com/collections/
Participate in Virtual Exchange

Teachers Connecting Students with Global Peers

Free Online Course for Teachers at go.participate.com/qfintl

Virtual exchange fosters global citizenship in all of us.

This course is for teachers of any grade level and any subject matter who want to connect students with their global peers through digital technology and sustained activities.

In this course you will learn to:

- Identify several types of virtual exchange.
- Establish clear goals and justifications for using virtual exchange to enhance learning.
- Find projects, partners and platforms that work for you.
- Find additional support and connections in the field of virtual exchange.
- Design a project that will meet your specific learning goals.
- Incorporate strategies for engagement, collaboration and assessment.