ROCKET Outreach Event

Role-playing games in virtual exchange for conflict transformation

ROCKET Project Outreach Event

@ 29 October 2024 / University of Groningen

DETAILS

Event:
ROCKET Outreach Event

Start:
October 29, 2024 @ 09:30

End:
October 29, 2024 @ 17:30

VENUE

University of Groningen, Faculty of Arts

Oude Kijk In't Jatstraat 26

9712 EK Groningen

Website:
https://www.rug.nl/staff/location/1311

PROGRAMME

Time	Event	Room
9.30-10.00	Registration Coffee/tea	Weberfoyer
10.00-10.15	**Opening and welcome** Hiltraud Casper-Hehne (formal) Sake Jager (chair, housekeeping)	Marie Lokezaal and online
10.15-10.30	**About ROCKET** Philipp Freyer, Cora Övermann	Marie Lokezaal and online
10.30-11.15	**Keynote Critical Virtual Exchange** Mirjam Hauck, OU UK (Keynote speaker, see bio below)	Marie Lokezaal and online
11.15-11.30	Coffee/tea	

11.30-12.30	**The Inclusive Teacher** Rina Fokel de Vries, Jan Riezebos, Irene Poort (University of Groningen) This session will give a short introduction of The Inclusive Teacher, an e-learning platform that is being developed by the University of Groningen. In this course, teachers can learn how to make their teaching more inclusive. As a taster, you can try out several activities taken from the course, focussing on topics such as inclusive course design, inclusive pedagogy, inclusive group work, and inclusive assessment.	Marie Lokezaal and online
12.30-13.30	Lunch	
13.30-16.30	**Workshop 1** **Conflict Styles and You – Learning through Role-Playing** Josefin Westborg and Sarah Lynne Bowman (Uppsala University), Alexandra Schreiber (University of Göttingen) This workshop will introduce different types of conflict styles, which are ways in which we engage with conflict (Thomas and Kilmann 1974). Participants will learn their most and least used conflict styles, whether avoiding, competing, collaborating, compromising, or accommodating. They will then engage in role-playing activities to practice different styles while in conflict situations. The goal of this workshop is to help participants learn a wider repertoire of methods to be responsive to conflict situations in constructive ways, rather than merely reacting instinctively.	Marie Lokezaal
13.30-16.30	**Workshop 2** **Inclusive Assessment** Estelle Meima (RUG) In this session, you will discuss some ideas about how we can ensure that all students have the possibility to demonstrate their achievements in the scope of the intended learning outcomes and provide evidence of their learning progress. Although it is not possible to meet each student's needs, there are possible adaptations we can make that will benefit a broader group of students and contribute to an inclusive learning environment.	1315.0037

| 16.30-17:00 | **Panel and closing** | Marie Lokezaal |
| 17.00-17.30 | Drinks | Weberfoyer |

Scan me to check out all events of ROCKET!

Abstract: Keynote Critical Virtual Exchange

UNESCO's (2014) broad definition of Global Citizenship Education (GCE) is centered on the aim to "empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world" (p. 15). Scholars like Stein and Andreotti (2021) whose works is grounded in critical pedagogy and postcolonial theory, question such common understandings of GCE which foreground self-improvement and the development of leadership skills to save the world rather than addressing the economic and cultural roots of the inequalities in the way power and wealth/labor are distributed in a global complex and uncertain system. They challenge hegemonic discourses, the masking of global complexity, and the perpetuation in education of colonial ideologies, and they encourage us "to think otherwise" (Andreotti, 2006, p. 7).

Similarly, Helm and Hauck (2020) distinguish between hegemonic and non-hegemonic forms of virtual exchange (VE), acknowledging though that elements of both can be found in many exchanges. Drawing on Hauck (2020), Reljanovic Glimäng (2022) adds an additional conceptual layer to this distinction, namely the notion of safe (hegemonic) versus brave (non-hegemonic) spaces in VE where learners can engage in thinking otherwise rather than being lured into the "illusion of commonality" (Ware & Kramsch, 2005, p. 200).

Non-hegemonic, brave VE, then, is critical virtual exchange (CVE) which is an instantiation of critical GCE in Andreotti's (2006) sense, i.e. with notions of power, voice, and difference at its core and involving "analysis and critique of the relationships among perspectives, language, power, social groups and social practices by the learners" (p. 51).

I will introduce a framework for CVE (Hauck, 2023; in press) that highlights what distinguishes this approach to Internationalisation at Home (Beelen and Jones, 2015; O'Dowd & Beelen, 2021) from VE as we know it, and will present exchange examples from both the Global North and the Global South to illustrate what it means to "gesture towards" (Stein et al., 2020) inclusive and equitable student VE experiences.

Mirjam Hauck, keynote speaker

Dr. Mirjam Hauck is Academic Lead for AI in Learning, Teaching and Assessment at the Open University/UK and a Senior Fellow of the UK's Higher Education Academy. She has written numerous articles and book chapters on the use of technologies for the learning and teaching of languages and cultures, in virtual exchange (VE) contexts in particular. Currently her scholarly work focuses on theorising and framing the nascent field of critical virtual exchange (CVE) which takes the fact that VE is not inherently equitable and inclusive as its point of departure.

Dr. Hauck presents regularly at conferences, seminars, and workshops worldwide. She is the President of the European Association for Computer Assisted Language Learning (EUROCALL), She serves as Associate Editor of the *CALL Journal* and is a member of the editorial board of *ReCALL* and *LLT*.

She is a founder member of UNICollaboration.org and was a co-investigator in the EU-funded VAMOS, EVOLVE and ERASMUS PLUS Virtual Exchange projects and projects funded by the US-based Stevens Initiative exploring reasons for marginalization and underrepresentation in global VE projects.

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Co-funded by
the European Union