

A stylized teal graphic of a rocket or plane, with a bird-like shape at the top and a flame-like tail, positioned on the right side of the slide.

ROCKET

ROCKET Teacher Training

Core
Critical Virtual Exchange (CVE)
& Diversity, Equity, Inclusion (DEI)

An Erasmus+ Higher Education Cooperation Partnership
Göttingen University, Uppsala University, Groningen University


Getting to Know Each Other

When you enter, please type the following in the chat:

- My name is _____.
- My pronouns are _____.*
- I am logging in from _____.
- My university is _____.
- Read the Card for Connection and fill in the blank:
 - “Something I keep learning again & again is _____”

*Consider including your pronouns with your name on Zoom:

Participants → Your name → Rename



Something I
keep learning
again & again
is ____.

Image courtesy of Erin Hickok.
Cards for Connection available at
[Gamesforhumanity.com](https://www.gamesforhumanity.com)

ROCKET Teacher Training - Your Facilitators

14.00 – 15.00 CEST: Critical Virtual Exchange (CVE)

Philipp Freyer, Göttingen University (UGOE)

15.00 – 16.00 CEST: Diversity, Equity & Inclusion (DEI)

Riccarda Fulda, Göttingen University (UGOE)



Community Group Norms

Please mute your microphone when not speaking

Post questions in the chat

Or

Virtually raise your hand (at the end during Q&A)

- Consider including your **pronouns** with your name on Zoom
- Feel encouraged to **share** your thoughts throughout the session
- **Participate** as fully as possible
- **Be Respectful:** Listen actively, avoid interrupting, and keep comments constructive and kind

Section 1: CVE

Agenda – Critical Virtual Exchange

1. **Discussion:** What does “critical” imply in Critical Virtual Exchange
2. **Input:** Overview Critical Virtual Exchange
3. **Discussion:** The role of the teacher in a Critical Virtual Exchange
4. **Conclusion:** CVE & Diversity, Equity & Inclusion?

Before we start:

How far along are you?

You should have by now...

- finished reading all materials under CVE – core module & DEI core module
- completed discussion 3: „Imagine a CVE project“

1. Discussion

What does “critical” imply in Critical Virtual Exchange



1. Discussion I

What does “critical” imply in Critical Virtual Exchange

- Please take some time to think about the following questions:

What does “critical” imply in Critical Virtual Exchange

- 1) What do you think the word *critical* adds to Virtual Exchange?
- 2) When we say Critical Virtual Exchange, what comes to your mind first?
- 3) Why do you think scholars like Miriam Hauck emphasize the term critical in Virtual Exchange?

- Let's hear from you!

2. Input

Overview Critical Virtual Exchange

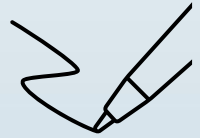


2. Input

Overview Critical Virtual Exchange

Virtual Exchange?

- **Pedagogical practice**, supported by research
- **sustained**, technology-enabled exchange
- **constructive communication and interaction** takes place between students/teachers from different locations and/or cultures
- Initiation of **collaborative** projects / activities
- **Facilitated** by Educators

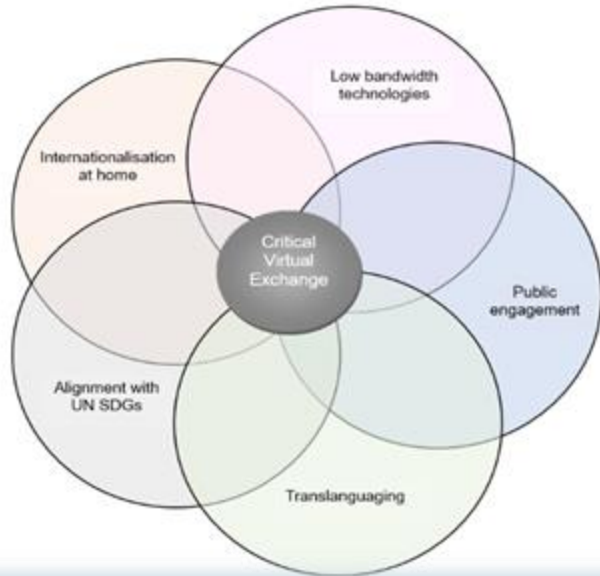


Virtual Exchange combines the deep impact of intercultural dialogue and exchange with the broad reach of digital technology.



From Virtual Exchange to Critical Virtual Exchange?

Moving towards Critical VE



CVE goes beyond connection:

Virtual Exchange is not neutral—technology, language, and social realities shape whose voices are heard and what knowledge is included.

Equity & power awareness:

CVE challenges power structures, promotes inclusivity, and ensures diverse learners can fully participate.

Design principles (Hauck 2023):

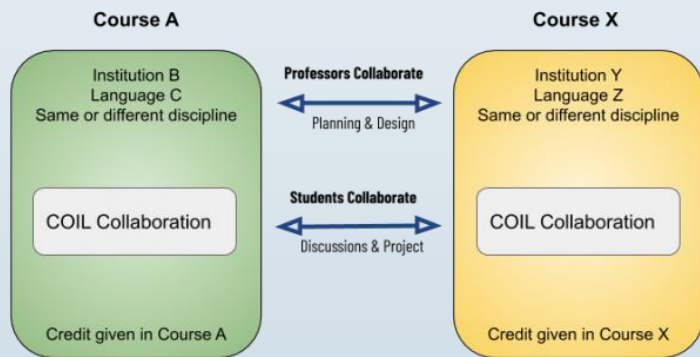
low-bandwidth tech, public engagement, translanguaging, alignment with SDGs, and Internationalization at Home.

Goal:

Foster meaningful, socially connected, and globally responsible learning experiences.

**Recap from
asynchronous element**

CVE is Not Distance Teaching



VE ≠ distance teaching:

Students stay enrolled at their home institution; teachers remain responsible for their courses.

Collaborative teaching:

VE projects are run with partner teachers at other institutions and integrated into existing courses.

Assessment & credit:

Each institution handles grading and credit allocation independently; students do not receive credits from the partner institution.

SUNY COIL model:

Provides a clear framework for VE collaboration, illustrating how courses and activities are coordinated across institutions.

**Recap from
asynchronous element**

The Three Phases of Virtual Exchange

Progressive exchange model (O'Dowd and Waire, 2009)

1. **Information Exchange:** Participants share factual information about their respective cultures or academic fields. This can involve exploring different teaching methods or work practices.
2. **Comparing and Analyzing Cultural Practices:** Partners go beyond simple information sharing to discuss and analyze their different cultural perspectives, practices, and viewpoints.
3. **Working on a Collaborative Product:** Participants work together to create a shared output, such as a joint project, presentation, or policy-oriented activity.

**Additional
information**

O'Dowd, R., & Waire, P. (2009). Critical issues in telecollaborative task design. *Computer Assisted Language Learning*, 22(2), 173–188.

3. Discussion

The role of teachers in a Virtual Exchange



Discussion: The role of teachers in a Virtual Exchange

➤ In your breakout groups, please discuss one of the following questions (15min):

❖ 1st Share your thoughts on the question (5 min):

→ How does your role as a teacher change in a Virtual Exchange in comparison to regular teaching?

❖ 2nd Discuss the following question (10 min)

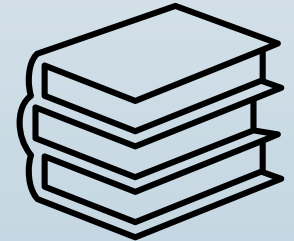
→ How can you as a facilitator in a CVE support to

- a) build a sense of safety and trust among the participants*
- b) lead learners to negotiate difference*

Discussion – Debrief

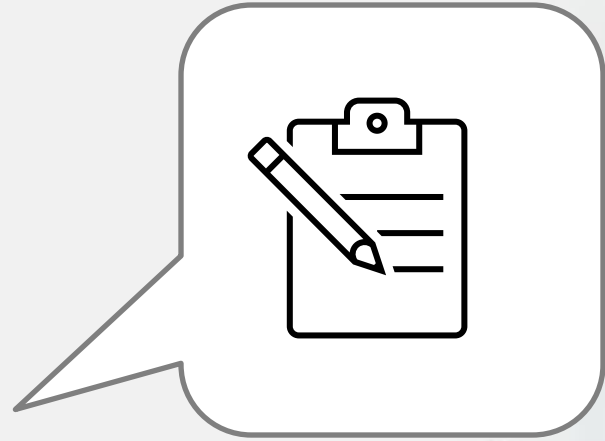
Let's hear from you!

In a few words, what do you take away from your discussion?



4. Conclusion

**CVE & Diversity, Equity,
Inclusion**



4. Conclusion: CVE & DEI

CVE

DEI

VE is **no neutral ground** eliminating existing inequalities / power dynamics

Students' diverse social realities impact their learning experience

VE is **not inherently equitable**

Students' varied levels of:
... digital literacies
... communicative competence
... semiotic skills

VE is **mediated twice**

Technology & language (often English)

- How & what knowledge is included
- Ideologies, institutions, assumptions

Short break – 5 min



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**ROCKET Teacher Training
Diversity, Equity, and Inclusion (DEI)**

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Section 2: DEI

Agenda – Diversity, Equity, and Inclusion

- 1 **Input:** A Guideline for Inclusive Teaching in a Critical Virtual Exchange Context
- 2 **Exercise:** Implementing DEI in your courses
- 3 **Q&A:** Answering your questions from Studium

Guideline for Inclusive Teaching

About the document:

- ❖ The guideline has been jointly developed by the ROCKET DEI task force.
- ❖ It was reviewed by the project's Advisory Board (including academic staff, students, administrative staff, and local stakeholders outside of university).
- ❖ Examples for further resources currently include materials from the universities of Göttingen and Groningen (in English and in German).
- ❖ The document can be implemented as a chronological checklist throughout the semester and offers the benefit of being applicable both online and offline.
- ❖ It was specifically designed with a Critical Virtual Exchange context in mind.

Guideline for Inclusive Teaching I

Procedure:

- ❖ We will now introduce the document to you via screensharing.
- ❖ The full checklist is available for downloading in the DEI core module in Studium!
- ❖ You can ask questions any time.

2 Partnered Exercise: Implementing DEI in Your Courses



Partnered Exercise

Instructions:

- ❖ Please join the assigned breakout room.
- ❖ Together with your partner, design **one concrete** course activity around DEI content which could be implemented in a CVE between **your courses**. In any CVE activity, collaborative problem-solving is a great place to start.
- ❖ You have 15-20 mins before we will ask you to come back into the main room and share your ideas.

Discussion – Debrief

Let's hear from you!

In a few words, what do you take away from your discussion?



Q & A

Procedure:

- ❖ We will now answer your anonymous questions from Studium.
- ❖ If you have another comment or question, feel free to raise your hand and join in!
- ❖ If you have questions at a later stage, you can add them to the discussion in the core module and we will attempt to answer them there.



Thanks!

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