

Digital Pedagogy

in

International Courses

at Kibbutzim College of Education

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January, 2020

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1. Background

The 21st century has brought about changes in every aspect of life through ubiquitous technology and Internet-based social media (Shonfeld & Gibson, 2018). Life in this age involves navigating in an ever-changing, multicultural, interconnected and interdependent world. A globally-connected pedagogical approach (Ito et al., 2013) can connect students to the realities of the workplace and the world in general, build bridges of communication, and create new opportunities for collaboration. Deep, interactive and social learning can be enabled through virtual exchanges facilitated by a digital pedagogy embedded in the design of Higher Ed courses. The implementation of this pedagogy for this purpose can help students acquire the following four essential competences.

Intercultural skills. In today's networked and globalized world, the ability to collaborate and communicate online across cultural, national and regional divides is becoming an increasingly important aspect of the global workplace (UNCollaboration, 2019). Graduates of today need to be able to operate in culturally diverse, digitally mediated environments, working both face to face and online with members of other cultures. In fact, it is not uncommon to find people from different countries working on the same project from different locations in the world, both synchronously and asynchronously. Multicultural literacy and global awareness (Dede, 2010)- which include empathy and tolerance- can guarantee effective communication for the best possible results.

Collaboration skills. The degree of importance for collaborative capacity is growing in an era where work is increasingly accomplished by teams of people who have complementary expertise and roles, and may never meet in person (Dede, 2010). Moreover, we are now living in a knowledge-building society in which knowledge is built as part of a societal effort (Scardamalia and Bereiter, 2006).

English language skills. English has become an international language and as such serves as the common vehicle of communication for very diverse purposes among speakers with or without the same linguistic and cultural background. Non-native speakers of English outnumber native speakers significantly, thus turning English into a global phenomenon (Selvi & Yazan, 2013).

Digital literacy skills. The overwhelming and ongoing technological developments present enormous challenges, such as handling questions over the reliability of the infinite sources of information we have access to and coping with their abundance. Acquiring digital literacy requires a large variety of complex skills such as cognitive, motoric, sociological and emotional skills that users of digital environments need to master in order to use these effectively (Eshet, 2012).

To sum up, modern learning must be global, providing intercultural understanding and collaboration while achieving curriculum objectives and bringing the world to the students.

Courses that include an international component should be part of any program of studies in Higher Ed. This calls for a shift in pedagogy, a change of mindset, and the integration of digital and online technologies (Lindsay, 2016). Virtual international exchanges that guarantee exposure to other cultures and student engagement will help participants practice, acquire and eventually enhance the skills required to be well adjusted-citizens of a global world (Partnership for 21st Century Skills, 2006).

1.1. Being Globally-Competent in an Interconnected World

Global competence is the skills, values, and behaviors that prepare young people to thrive in a more diverse and interconnected world (World Savvy, 2019). Globally-competent individuals have the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development (PISA OECD, 2018).

The four domains or capacities (Mansilla & Jackson, 2011) for globally competent individuals are described below and illustrated in Figure 1.

- *Investigate the world beyond their immediate environment.* Framing significant problems and conducting well-crafted and age-appropriate research.
- *Recognize others' perspectives and their own.* Articulating and explaining such perspectives thoughtfully and respectfully.
- *Communicate ideas effectively with diverse audiences.* Bridging geographic, linguistic, ideological, and cultural barriers.
- *Take action to improve conditions.* Viewing themselves as players in the world and participating reflectively.

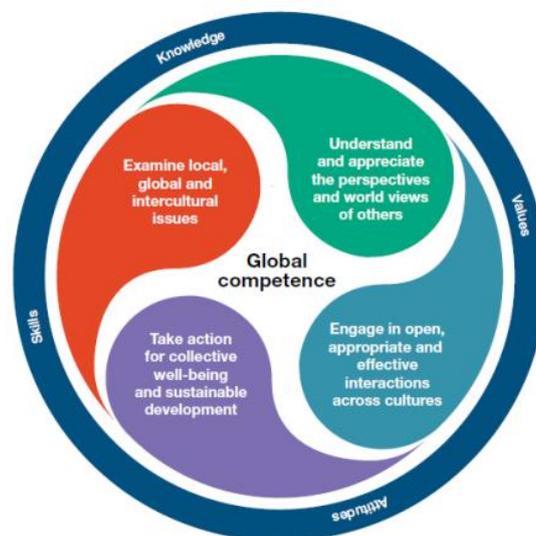


Figure 1- Domains of Global Competence (OECD, 2018)

1.2. A Global Educational Approach in Higher Ed

To be able to develop globally connected learners, educators must become globally connected themselves. This involves developing the above-mentioned attributes and abilities to learn about and engage with the world themselves, and also find ways to foster them in students.

The implementation of transformative learning through a global educational approach involves a deep structural shift in the basic premises of thoughts, feelings and actions. A model of partnership between peoples, cultures and religions at both micro and macro levels lies at its heart. This includes participatory (Jenkins et al., 2009) decision-making processes, and aims at fostering mutual knowledge (Cabezudo et al., 2012) and collective self-awareness. In fact, learners are encouraged to develop a sense of their own worth and pride in their own particular social, cultural and family backgrounds. This strengthens the sense of being part of a community (local-global) where individual and collective rights and responsibilities are known and respected by all, creating a feeling of mutual support and a need to participate in common decisions, thereby promoting the principles of pluralism, non discrimination and social justice. "Glocalization" in higher education can encourage the enhancement of learners' "glocal" experience through a critical academic and cultural exchange of global and local issues. (Patel & Lynch, 2013).

To introduce a globally-connected learning approach (Ito et al., 2013), an alternative culture of learning and teaching (Sagy et al., 2018) must be instilled. In contrast to a traditional culture associated with external values, knowledge-building communities (Scardamalia & Bereiter, 2006) will promote internal values among its students. These are associated mainly with intrinsic motivation, learning as an end in itself, a deep conception of learning, acknowledging the existence of various sources of information and an acceptance of uncertainty. For students to eventually adopt this alternative culture of learning, they will need to undergo a process of enculturation (Brown, Collins & Duguid, 1989) which may take time.

1.3. Computer-Supported Collaborative Learning Environments for Virtual Exchanges

In recent years technology has changed the learning dynamics of space and time (Hod et al., 2018). Nowadays virtual exchanges, also known as telecollaboration or collaborative online international learning (COIL) can serve as a format for experiential cross-cultural learning (O'Dowd, 2018). Through them students engage in digitally-enabled interaction and collaboration with classes in distant locations. In telecollaborations, knowledge and understanding are constructed through learner-interaction and negotiation (UNICollaboration, 2019).

Computer-supported collaborative learning (CSCL) environments can make virtual exchanges possible. In order to design them successfully, it is essential to create an appropriate social infrastructure (Bielascyk, 2006). This refers to the supporting social structures that facilitate the desired interaction between collaborators using the CSCL tools, and comprises three levels (Bielascyk, 2006):

The Cultural Level. It revolves around issues of classroom philosophy, goals and norms. It takes time to develop a culture that fosters communal learning. New tools provide public exemplars that reinforce norms and students' contributions in the communal activities. For example, argumentation among students with different viewpoints, can become models for others.

The Activity Level. It centers around participant structures. The classroom practices that influence the social infrastructure are:

- *Teaming.* It fosters a sense of group identity and responsibility, and an incentive to engage in database interactions and communal knowledge-building.
- *Face-to-face (F2F) meetings.* These facilitate whole class or team-based discussions, and reinforce social presence (Garrison & Arbaugh, 2007) for future virtual interactions by helping students develop personal connections and be perceived as “real people”.
- *A culminating event.* This can include oral presentations and affect the amount of student interdependency.

The Tool Level. This focuses on issues regarding the use and adaptation of different tool capabilities. The latter involves the users' modification of features because they have been specifically designed for this purpose, or because the users may use a feature in unexpected ways (Koehler & Mishra, 2009).

It is necessary to see how all these components and others- like the teacher's role, the level of curriculum integration, and the curriculum content- interact as a system (Bielascyk, 2006).

1.3.1. Integrating Technology with TPACK

For the design of a virtual exchange, it is recommended to implement the TPACK model for the integration of digital tools. This model focuses on three areas of knowledge which must be taken into consideration- content, pedagogy, and technology (Koehler & Mishra, 2009). The latter involves an understanding of the added value to be gained as well as the constraints of the selected tool. The emphasis is placed on how all these three types of knowledge are combined. The teaching expertise required for the integration of technology in such courses will be complete only if the knowledge about both the virtual and physical learning space (Kali et al., 2019), and also the system and the culture each group belongs to are also taken into account and combined as part of the whole (Warr et al., 2019).

2. Digital Pedagogy: Guidelines for Implementation

In order to benefit from the experience already gained at Kibbutzim College of Education (KCE), ten interviews were held. Five interviewees have introduced virtual exchanges in courses they teach. Three of these interviewees have been doing this for years. Another interviewee has been responsible for the design of a COIL experience and the counseling of the lecturers involved. Three other interviewees are in management positions and have taken the lead in promoting global learning in the study programs. The remaining interviewee is a key figure in providing the necessary infrastructure and equipment for the use of technology at KCE. Eventually, five models for implementation of virtual exchanges were built based on the interviews (See Suggested Models below).

2.1. How to Get Started

Finding global partners and coordinating a shared design

Getting a partnering lecturer and class that are cooperative and responsive may be the key to success. Here are some ideas or platforms where partners can be found:

- [*Unicollaboration*](#). A platform for collaboration within the European Community (see [here](#)).
- *Gridpals*. A network created by [Flipgrid](#). After signing up, log in to the Educator Dashboard, complete the profile, activate GridPals and toggle on email invites for fellow GridPals to connect.
- *Conferences*. A precious chance to engage in lifelong learning and also networking as a connected educator.
- *Twitter*. A social media platform that allows for the creation of professional learning networks (PLN) around common interests. For tweets on global learning, see: @gloaledcon, @Robodowd and @FlatConnections,

At the start, it is necessary to discuss the possibilities for collaboration, exchange the necessary information, and coordinate the design and implementation with your partner. Building a work relationship will probably take time as trust, which is essential for effective collaboration, is gradually built. Lecturers must be synchronized and try to create exchanges that work with current curricula while providing an opportunity for meaningful learning.

The initial discussion among partners should focus on the following:

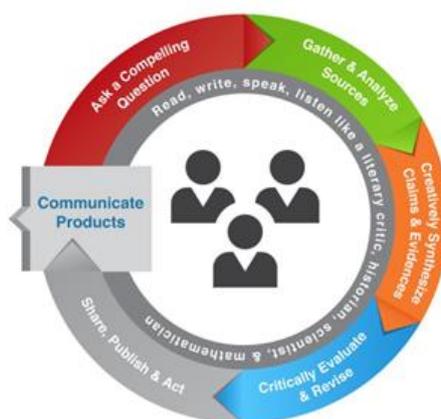
- *Students in each class (number, age and background information)*. To decide on the type of interaction and other connected issues like the size and composition of mixed teams.
- *Courses, pedagogical goals and syllabi*. To find points of common interest for collaborating and thus have each group benefit.
- *Schedules and calendars*. To decide on a timeline for the exchange and see whether synchronous work is possible and desirable.

- *Technological conditions in class and at students' homes.* To pick digital platforms that are not only effective for the learning but are accessible to both groups.

The frameworks below can facilitate the inclusion of global learning as an integral part of courses and help achieve its goals.

1. *Fostering Communities of Learners (FCL).* Learning communities help advance the collective knowledge through distributed expertise, thus also supporting the growth of individual knowledge. Their defining quality is that there is a culture of learning in which everyone is involved in a collective effort of understanding (Brown & Campione, 1994; Scardamalia & Bereiter, 2007).
2. *Knowledge-Building Communities (KBC).* This approach is characterized by the building of knowledge as part of societal effort for the improvement of ideas (Scardamalia & Bereiter, 2006).
3. *Project-Based Learning (PBL).* This is a student-centred approach in dynamic classrooms in which students can acquire a deeper knowledge through active exploration of real-world challenges and problems. According to Thomas Markham (2011), this shift away from a focus on curriculum is mandated by the global world. PBL students can take advantage of digital tools to produce high quality, collaborative products.
4. *Inquiry-Based Learning (IBL).* The learning process in this approach- which is also student-centered and fosters active learning- starts by posing questions, problems or scenarios. North Carolina's model from Friday Institute for Educational Innovation (Spires et al., 2014) depicted in Figure 2 can help illustrate this approach.
5. *Content and Language Integrated Learning (CLIL).* This approach refers to the learning of content through an additional language (foreign or second), thus teaching both the subject and the language (David Marsh, 1994). It allows students to achieve the appropriate level of academic performance in CLIL subjects, improving students' proficiency in both their mother tongue and the target language, developing intercultural understanding, and also social and thinking skills (Coyle et al., 2010). CLIL prepares students for the globalized world and increases students' motivation to learn foreign languages.
6. *Task-Based Learning (TBL).* Learning revolves around the completion of tasks, which can be real-life situations or have a pedagogical purpose (Willis, 1996). The main focus is on the authentic use of language for genuine communication.

Visual Diagram of the Project-Based Inquiry (PBI) Process.



Spires, H.A., Kerkhoff, S., Graham, A. & Lee, J. (2014). Relating inquiry to disciplinary literacy: A pedagogical approach. Friday Institute for Educational Innovation. Raleigh, NC: NC State University.

Figure 2

2.1.2. Types of Interaction:

1. *Whole class*. This can be conducted in video conference platforms, in collaborative shared boards (e.g. for written, graphic or oral posts; for recorded messages in videos), through assignments uploaded in shared sites/digital portfolios, or in forums for discussion.
2. *Mixed groups*. Two to three students from each class in one mixed team work on a shared product or task. This can be completed, for example, in collaborative documents, boards or mind maps.
3. *One-on-one*. Students can serve as mentors for others.

2.2. Suggested Models

The models for international virtual exchanges that have emerged from the interviews are described in the table below. For details on each of the case studies, see Appendix 1.

Model	In class/ Not in class	Communication Type	Frequency level	Types of interactions	Digital tools/Platforms	Comments	Case Study
1. A full-course telecollaboration -with a shared syllabus and synchronized schedules.	In class	Synchronous	High Continuous	Virtual meetings during part of regular course sessions, thus allowing for a shared learning experience	Video conferencing Collaborative	Very detailed and careful planning Close contact with partnering lecturer	Dr. Tina Waldman (Waldman et al., 2019)

				Collaboration in mixed groups of students	digital tools.	Much technological, logistic and pedagogical support needed	
	Not in class	Asynchronous		Collaborative tasks during the week.		TBL	
2. Intense virtual collaboration for a considerable period of time - with independent schedules	Mostly in class	Asynchronous	High Continuous	Collaborative work of mixed groups of students work on a project done in respective courses.	Collaborative tools	PBL	Dr. Miri Shonfeld
	Not in class	Synchronous and asynchronous		Communication within each group for progress.			
3. Ongoing task/s done in addition to usual course content -with independent schedules	Not in class	Mostly asynchronous		Mixed groups of students work on collaborative project during the weekly sessions of respective courses.		PBL	Dr, Nimrod Tal
	Not in class	Synchronous and asynchronous		The mixed groups communicate outside the classroom to advance their work.			
4. Interdisciplinary collaboration with shared activities to facilitate learning of regular content in each course	Not in class	Synchronous and Asynchronous	For completion of specific tasks during the course	Mentoring program through which mixed pairs of students complete tasks.		TBL	Dr Miki Kritz
	Both in class and not in class	Asynchronous	High only during a few weeks only	In mixed groups for collaborative tasks		IBL KBC	Ms. Susana Galante

-with independent schedules				Whole group discussions for inquiry, KB or peer feedback (e.g. on products done for the course)		Authentic/ experiential learning.	
5. Virtual course involving interaction and open to international students -same schedule for all	Not in class	Asynchronous	High Continuous	Engagement in meaningful online class asynchronous discussions (Asterhan, 2015) Collaborative assignments	Shared site Online forum for discussions Collaborative digital tools	KB CSCL	Dr. Miri Yohanna

2.2.1. Stages for Implementation of COIL

Special attention needs to be paid to scaffolding students' use of the English language, especially for programs outside the English Department. This could be done through the collaborative building of a glossary (e.g. in *Google Slides* or *Docs*) with useful expressions and words before engaging in any type of international virtual exchange.

The following stages are necessary in most virtual exchanges:

1. *Building trust and familiarity through introductory activities.* Students need to start to get to know each other before they can work together. A whole class video-conference could be held, a shared collaborative presentation (*Google Slides*) could be built with each student's introduction in a slide, or introductory posts could be added in a collaborative board where students can also respond to others (*Padlet* or *Flipgrid*).
2. *Learning to collaborate and getting familiar with digital tools to be used.* Collaboration and digital skills should be learnt in a gradual way through tasks designed accordingly. This could be done through the teacher's modeling and having students experiment with collaborative activities in class first. For long and continuous virtual exchanges within mixed groups, students could begin by discussing the group identity and working on a contract.
3. *Collaborative work.* Students engage work on a product which is the outcome of negotiations and collaborative work. Or they may engage in knowledge-building in an effective and meaningful way for everyone involved.

2.2.2. Selecting Digital Platforms/Tools: Suggestions and Ideas

Tool Type	Digital Platform/ Tool	Added Values	Use and affordances/examples	Constraints
Collaborative grid for recording videos and social learning	Flipgrid	<p>Helping students learn from each other</p> <p>Giving each student a voice</p> <p>Making thinking visible</p> <p>Enhancement of speaking and argumentation skills</p>	<p>For asynchronous online discussions; oral presentations; peer feedback; reflection</p> <p>Links can be added and individual feedback can be given by the teacher to the student.</p>	<p>Some students may be camera shy or just reluctant to be seen online. Permission to have cameras be turned off or show something else in the room, or encouragement of pair work could gradually grant such students more self-confidence while not giving up on the development of speaking and argumentation skills.</p>
Collaborative board	Padlet	<p>Helping students learn from each other and/or collaborate</p> <p>Making thinking visible</p> <p>Giving each student a voice</p> <p>Visualization</p>	<p>Asynchronous online discussions; brainstorming; peer feedback; reflection; mind maps; timelines</p> <p>Written posts in sticky notes can be enriched or illustrated with videos, drawings, pictures, documents, links, etc. It is also possible to record voice messages.</p> <p>It is very easy to share and use, and is accessible from any device.</p>	<p>The free version offers only up to three boards. TIP: They can be remade when they are no longer needed.</p>
Collaborative document	Google Docs	<p>Helping students learn from each other (through collaboration and peer feedback)</p> <p>Communication- An ongoing dialogue is possible, allowing for synchronous and asynchronous</p>	<p>Multiple students can work collaboratively in a synchronous or asynchronous way.</p> <p>The teacher can give (immediate) feedback if the document is shared with her/him, thus engaging in formative assessment.</p>	<p>A Gmail account is necessary.</p>

		collaborative work and/or discussions, and formative assessment.	It is accessible from any place with an Internet connection. It allows for reviewing the editing history and the text is flexible. Everything is automatically saved.	
Collaborative shared presentation	Google Slides	<p>Collaboration- KB</p> <p>Visual literacy</p> <p>Making thinking visible</p> <p>Promoting autonomous life-long learning</p>	<p>For introductory presentations; distributed expertise based on research/ learning/ prior knowledge with each team or student making a contribution to the learning community in a slide. For PBL in a learning community (LC)</p> <p>Multiple people can work on their slides simultaneously. It is possible to view version history and restore previous versions.</p>	A Gmail account is necessary.
Collaborative site	New Google Sites	<p>Making contents accessible</p> <p>Promoting autonomous life-long learning and fostering self-regulated learning</p> <p>Helping students learn from each other- KB</p>	<p>Portfolio pages for collaboration and distributed expertise within mixed groups</p> <p>It is easy to use. The interface is similar to other Google apps, so users will be familiar with it. It has a seamless integration with other Google products. Many platforms can be embedded in it. Different templates, themes and colors can be used. Pictures can be uploaded easily. It is free.</p>	Unlike Classic Sites, New Google Sites has no feature for asynchronous/synchronous online discussions. TIP: Google Docs/ Padlet boards/ Flipgrid can be uploaded for this.
Learning management system (LMS) and shared site	Moodle	<p>Making contents accessible</p> <p>KB</p> <p>Fostering self-regulation</p>	<p>A shared site for access to material and submission of tasks</p> <p>For asynchronous online forums for discussion and peer feedback</p>	<p>The interface at BCE is usually in Hebrew even if the course is in English. An orientation session for students abroad is a must at the start.</p> <p>It may not look user-friendly and the</p>

		Facilitates class management and assessment		interface may seem unappealing.
Cloud storage and synchronization service	Google Drive	Collaboration Peer learning	Portfolios in shared folders with viewing rights for all/some and editing rights for some	A Gmail account is needed.
Storytelling tool Information and visualization	Tour Builder	Allowing for multimodality- Promoting visual literacy Fostering creativity Helping students learn from each other Connectedness and relevance	For getting to know each other activities; distributed expertise based on research; reflection of learning- e.g. virtual tours of one's life/ a historical figure's/ significant events in a plot Peer feedback can be given to the tours, thus serving as a basis for a meaningful discussion on a collaborative board.	The teacher cannot give feedback or make corrections in the platform itself. But, if uploaded on Flipgrid, this can be done as the student's privacy is kept. It does not allow for collaboration.
Collaborative timeline/canvas	Sutori	Allowing for multimodality- Promoting visual literacy Promoting critical thinking Helping students learn from each other	Collaborative timeline presentations- e.g. Sequence of events in History or plots in Literature Visual or textual content can be added to the timeline.	The free version includes only the basics (e.g. sharing and collaborating, adding text and image and presentation mode).
Custom maps for visualization, research and information	My Maps (by Google Maps)	Collaboration- KB Allowing for multimodality- Promoting visual literacy Relevance	Students can make contributions to a collaborative map built by the LC based on research or reflecting previous learning. Various layers of content within the map are possible. Information added to Google Sheets collaboratively can be imported to the map. Pictures can be added. e.g. Important events in the life of a scientist or the main character of a novel; significant places in an author's life.	The names of the collaborators must be added to the text by the students themselves.

<p>Collaborative mind-maps for visualization and information</p>	<p>Cacoo</p>	<p>Helping students learn from each other- KB</p> <p>Allowing for multimodality</p> <p>Fostering creativity</p> <p>Promoting autonomous lifelong learning- Critical thinking</p> <p>Relevance</p>	<p>For mind maps of complex processes, allowing for ownership of learning. To be used for reflection of learning and distributed expertise.</p> <p>e.g. Groups of students build a map for a different stage of a complex process in a slide of their own within one same presentation in Cacoo. This allows for exposure to maps from other groups and ensuing negotiation for the final product. A map for the whole process is built within the LC.</p> <p>It contains features that are relevant to students' lives, such as emojis.</p>	<p>The free version allows for a limited number of slides, so only few groups can collaborate.</p>
<p>Cloud information storage</p> <p>Forum</p> <p>Video conferencing tool</p> <p>Team workspace</p>	<p>Microsoft Teams</p>	<p>Helping students learn from each other</p> <p>Collaboration- KB</p> <p>Communication</p>	<p>A platform to communicate, store information, share and cooperate. Suitable for PBL</p> <p>Peer feedback can be given.</p>	<p>A Microsoft account is needed.</p>
<p>Curation and research (also collaborative) collections</p>	<p>Wakelet</p>	<p>Promoting autonomous life-long learning</p> <p>Helping students learn from each other</p>	<p>Content from all across the web can be saved and organized in shared collections. Students can collaborate with others to share ideas, inspiration and knowledge. Or individual collections can be shared for viewing. For digital portfolios, story-telling, etc.</p>	
<p>Cloud video conferencing</p>	<p>Zoom</p>	<p>Helping students learn from each other- Collaboration</p> <p>Communication</p>	<p>Virtual synchronous meetings</p> <p>It is very easy to use. Recording is possible, thus enabling research.</p>	<p>The free version allows for sessions of up to 45 minutes with more than three participants.</p> <p>Multiple licences may be needed if the</p>

			<p>Break-out Rooms: separate rooms within the video conference for groups assigned to them to allow for collaboration. The lecturer can be present in any of the rooms, thus being able to coach and monitor the work.</p> <p>The Annotate feature also allow for collaboration.</p> <p>It has reliable high-quality video and audio.</p>	lecturers want the meetings for each mixed group to be recorded.
Video conferencing	Unicko	See Zoom above	<p>For virtual synchronous meetings.</p> <p>Discussions can be recorded, thus facilitating research. They can be stored in the Moodle system, thus making it accessible to students who use this platform for the course.</p>	Lecturers have attested to the existence of many issues with this platform.

3.Challenges

Upon implementing international virtual exchanges, several challenges were encountered by the interviewees. It is important to look into them to ensure the conditions for future exchanges are improved. The challenges mentioned are grouped under three main emergent themes below.

3.1. Technology

1. *Technological issues.* Some of the following may be missing:
 - Equipment (e.g. cameras, laptops, microphones, headsets, screen projector, etc.) that works, is sufficient and has been installed in advance.
 - Good Internet connection
 - Installation of digital platforms, licenses and registration for both groups if necessary.
2. *Lack of suitable learning spaces for video conferencing.* It is sometimes difficult to have the camera capture all the class in synchronous whole-class meetings. The

computer is often on the lecturer's podium in a diagonal position and the class faces the screen (See 13 in Recommendations).

3. *Lack of confidence with the use of technology among lecturers.* Some lecturers may not feel comfortable experiencing difficulties in front of the class.
4. *Inadequate choice of tool/platform.* As reported by an interviewee, time is often wasted in looking for the most suitable tool/platform to attain the pedagogical goals.
5. *Difficulty in coaching students in multiple synchronous team virtual sessions.* One lecturer alone usually struggles to assist all students and coach them in such sessions. Much of the success will rely on the lecturer's ability to handle such situations. In one interviewee's opinion, technological and pedagogical assistance on the spot can be of great help for some types of exchanges.

3.2. Culture

6. *Different work ethics among lecturers.* Lecturers must be aware of the existing cultural differences and be responsible for honing their own intercultural skills. These dissimilarities can lead to different expectations, raise frustration levels and harm the collaboration.
7. *Cultural differences among students.* This issue, which lies at the core of the virtual exchange, may lead to misunderstandings. One of the differences reported, for example, was Israeli students feeling others were not as animated and warm. This initial impression led them to conclude their partners did not care about the project, which was not true. If handled successfully, such situations will actually help develop intercultural skills.
8. *Collaborating with others can be challenging.* Collaboration is a learned skill and its development is central to virtual exchanges. Students need to be trained in doing so also in accordance to codes of online conduct and management. Unfortunately, there are always students who do less and this causes resentment among others (See number 10 in Recommendations below).
9. *Flexibility is required from each of the partnering lecturers.* It is important to understand that compromises must be made in order to be able to coordinate the work and collaborate. Also solutions may need to be found when unexpected problems arise and patience will often be needed.

3.3. Language

10. *Insufficient mastering of English language skills for teaching.* Even lecturers who have a high level of English may lack the necessary linguistic competence or may not feel comfortable teaching in this language for the first time.
11. *Students' perception of the language component as threatening.* This may cause students to avoid taking international courses in English or not be ready to benefit from them.

3.4. Administrative Matters

12. *Scheduling.* Synchronous work in virtual exchanges is not possible unless the two courses are scheduled for the same day and time, which may be especially challenging due to time differences. Different academic calendars between countries is also an issue to be taken into account for selecting activities, teaming and planning the whole virtual exchange. In some cases, especially for asynchronous work, the exchange may not last long enough to achieve visible results.

4. Recommendations and Conclusions

1. *A “Start small” approach.* It is recommended to engage in a collaboration on a small scale, preferably with one (ongoing) collaborative task (See the list of suggested models above) the first time. Then the partnership can be gradually built as insights are gained and fine-tuning of the design is made. Furthermore, the lecturers’ familiarity with the tools and the level of comfort with the use of English for teaching (for courses outside the English department) will increase. In addition, lecturers will obtain a deeper understanding of intercultural issues themselves.
2. *Inspiration and connectedness for global educators.* Sharing should be encouraged and sought for. In our knowledge-building society in this ever-changing world it is important to view all educators as design partners of a vision for global learning. This can be done by networking and also creating local opportunities, such as the building of a professional learning community that meets regularly or at study days. Furthermore, a site can be built with inspiring models and guidelines.
3. *Techno-pedagogical guidance for lecturers.* Specialized assistance of this sort (for example, with the choice of suitable tools or platform) should be made available during both the design and the implementation stages. Doing this in a coordinated way with a view of the system as a whole will ensure consistency and help the vision of the college be realized.
4. *A support technician responsible for all matters concerning internationalization.* The appointment of a person from the technical support team who is responsible for everything connected with international courses in particular can help take care of relevant issues more efficiently. This person could gain very valuable experience, and eventually become an expert in this area. It has also been suggested that students get credit for offering technical support.
5. *Techno-pedagogical assistance available to students if needed.* Also as part of coordinated efforts, specialized help students should be at the students’ disposal if they struggle to gain the necessary digital skills to accomplish the tasks.
6. *Awareness of linguistic issues.* Language assistance must be sought or provided as part of a support-system in place during the first year. Students who are not in the English program will be developing English skills through them. One interviewee with experience in English for Academic Purposes said courses in this could prepare them for virtual exchanges in the subject they are majoring in.

7. *Extra credit granted to students for participation in international courses.* In view of the extra efforts some students to overcome weaknesses (see 5 and 6) as they participate in these courses, some interviewees believe that students could be given some kind of credit for participating in them. This would represent an incentive to take them even if they may be eventually made compulsory.
8. *English interface for platforms used.* The English version should be made available if possible (See Moodle in table for Suggested Tools).
9. *Coordination among all concerned.* Virtual exchange should be the result of joint coordinated efforts made by everyone concerned (including people responsible for technical support, techno-pedagogy, rooms and language) to help create a solid system that embraces internationalization within the institution. As suggested by one interviewee, this should start from the planning stages and end with meetings held to reflect on insights to be gained for future iterations. In addition, this interviewee believes technical support teams in both countries should be in touch and work in coordination too.
10. *Attention paid to team formation in the initial stages of course.* In collaborations, time should be spent on the team-building aspect at its beginning. This needs to be addressed adequately in the design of the course, as done by one of the interviewees and her partner. In their course students formulate the team's rules and sign a contract they must all abide by. This can diffuse any negative emotion or stress, and guarantee a successful collaboration.
11. *Social Presence.* Virtual synchronous meetings can help students be perceived as "real people" in their computer-mediated communication or virtual environments by their partners. Face-to-face visits of delegations of students to partnering institutions which come as the result of the virtual experience can strengthen ties. One lecturer proposed this as part of a three stage program aimed at developing intercultural skills as follows: 1. a virtual exchange; 2. short visits of student delegations; 3. student exchange for a semester.
12. *Continuous contact among partnering lecturers.* Only through a regular analysis, can educators collaborate more efficiently while making the necessary improvements in time, address all emerging issues and understand what works. It is a long process which involves planning, implementation and reflection.
13. *Suitable learning spaces for international courses.* The classroom assigned needs to be a learning space designed for the needs of implementing a globally-connected approach. Therefore, this should be carefully selected or adapted. For example, to overcome the obstacle of the computer being placed in a diagonal podium, connection in this room could be wireless. One of the interviewees believes that allowing for flexible learning environments will offer an option or solution for various seemingly insurmountable issues. In his opinion, a flexible system-wide overview, which allows students to connect from different places and not only in the classroom, is both helpful and possible.
14. *An interest in partnering shared by both partners.* Both sides need to have something to gain. It is necessary to see how both lecturers and partnering institutions can benefit and what can bind them together to ensure a long-term and solid partnership.

15. *Focus on global issues as an integral part of the course syllabus.* Global issues should be discussed in any subject area within a glocal and multidisciplinary approach which suits the complexity of the realities of the 21st century. Courses in fields like History, Arts or Education may be suitable for collaboration and authentic learning. Their teaching will only get a richer dimension by introducing the international element which will surely give a broader perspective to local issues.
16. *Support and remuneration.* The interviewees consider these as determining factors to convince lecturers to embark on the internationalization of courses and to help make it sustainable. For one thing, lecturers need to feel that their surroundings understand that difficulties may be an integral part of a process that will eventually bring about growth for everyone involved. As for remuneration for design, this is already given to lecturers during the first year of the virtual exchange in the Faculty of Humanities and by the Internationalization department for selected courses.
17. *Acceptance of the possibility of initial failure as an inherent part of the design process.* International virtual exchanges involve tweaking and iterations, especially as collaborations are the result of coordinated planning among partners. Even if inspired by one of the models, each collaboration is eventually custom-made and suits the people and institutions involved. It will probably take time to view tangible results. However, this process will ensure they are meaningful and long-lasting. An understanding of this issue is necessary by people in management positions at both institutions.

4.1. Conclusion and Goals for the Future

To conclude, being connected educators and encouraging students to become connected learners should be desired and achievable goals in Higher Education in the 21st century. Global learning is the key to prepare students to be well-rounded citizens of this interconnected, interdependent, multicultural and ever-changing world. This can be achieved through virtual exchanges facilitated by computer-supported collaborative learning environments. A well-thought-out techno-pedagogical vision, continuous coaching in digital pedagogy and coordinated efforts by everyone involved can help embed virtual exchanges in Higher Ed and ultimately make the above-mentioned dreamt goal a reality.

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6. Appendix 1: Finding Inspiration in Study Cases

6.1. Telecollaboration for “Speaking Skills”, English Teaching Department, Faculty of Humanities, Dr. Tina Waldman

An extended telecollaboration practice (ETP) has taken place since 2015 between pre-service teachers of English as an International Language (EIL), studying in their respective institutions in Israel and Germany. To date about 200 students have participated from KCE and Karlsruhe University (Waldman et al., 2019). Telecollaborations or online international exchanges (OIE) involve the application of online communication tools to bring together classes of learners in geographically distant locations to develop their foreign language skills and intercultural competence through collaborative tasks and project work (Robert O'Dowd, 2007). The course for the telecollaboration mentioned above has been designed collaboratively by the partnering lecturers and revolves around pedagogy of speaking and communication. Students are exposed to communicative and task-based learning approaches to speaking which they can implement in future classrooms. It also aims at promoting collaborative skills in a virtual learning environment while providing students with a multicultural learning experience. The methodology is experiential, and consists of international teams of students working collaboratively and using a variety of synchronous and asynchronous technologies. After getting to know each other, the team members collaborate on products consisting of the creation of learning materials for COIL that they can take into their future classrooms. This is very much an adaptation of what is done in the course itself and is student-directed.

The weekly meetings over one semester are coordinated sessions allowing forty-five minutes for the students to meet their international partners to work collaboratively. In the first and last sessions whole group virtual meetings are held. And in the rest, video conferencing is conducted within the groups through *Zoom* and the use of a laptop per pair. Students are

introduced to tools every session, get familiarized with the ones they do not know, and teach their partners the ones they do.

6.1.1. Stages in the Collaboration

1. *Orientation and information exchange.* In the first session German students are shown how to navigate on the Moodle site, whose interface is in Hebrew. During that week all students make a short introductory recording on Flipgrid and then respond to the German team partners assigned to them. As mentioned above, a whole-class virtual meeting is held.
2. *Team formation.* During the second week, outside of the classroom students get in touch with each other, mostly through Whatsapp, to come up with a team name and a working philosophy. This includes goals and rules of conduct. During the virtual session, they design a poster in a *Padlet* board showcasing their working philosophy and rules of conduct. Thus, students work on the group personality in what end up being like a contract that will make each member feel responsible for the other.
3. *Evaluation of materials with a focus on collaboration and intercultural learning.* This is done within each team to help decide on a list of criteria to create such material.
4. *Design of learning material.* Students design learning material with an emphasis on communication, task-based learning, the integration of digital platforms and openness to cultural diversity.
5. *Peer review.* Each team gets feedback from others.
6. *Final whole-class meeting.* The teams share through *Google Docs* or *Slides* a description and explanation of how their material will be used. Everyone votes for the best project according to certain criteria through *Mentimeter*.
7. *Editing of Projects.* Students do the final editing after lecturers give the project back to them.

6.1.2 Evolution of the Partnership

The design of the telecollaboration has involved constant contact between partnering lecturers throughout the year for planning, reflecting and tweaking. With the first collaboration, the lecturers saw that while the students were enjoying themselves and were getting to know each other, they were not learning very much and were unable to produce a sound product at the end of the course. So more emphasis was placed on digital pedagogical knowledge and more multimodal literacies in the new iterations. In addition, lecturers discuss intercultural issues in class very explicitly today.

The international collaboration with the German university has evolved and become multilayered. This includes:

Online collaboration. In two courses in the Faculty of Humanities: one in the English department and another one in the History one (See Appendix 1.3).

Student mobility. Exchange students have been welcomed in both institutions.

Mutual Visits. Lecturers and students have visited each other and participated in academic activities.

6.2. Educational Entrepreneurship and Virtual Worlds, MA in Educational Technologies. Dr. Miri Shonfeld

COIL is an integral part of Dr. Shonfeld's courses. In the last ten years she has collaborated with lecturers from the USA and also from Germany. Students in these courses are assigned to mixed teams of five students, which she finds most effective for collaborative work. The collaboration with Germany is done in the course Research on Distance Learning. This involves doing research as a group on a topic in distance learning and interviewing each other on *Unicko*. The collaboration with the students from the USA is done mostly in an asynchronous way due to the time difference, and often synchronously for meetings in Virtual Worlds. The latter is a computer-based simulated environment in which users can create a personal avatar and explore this world, participate in activities and communicate with others.

In one of the courses graduate students from KCE engaged in a virtual exchange with others learning at the University of Texas in Austin (Shonfeld & Resta, 2018). Mixed teams worked in the Second Life (SL) three-dimensional virtual environment collaboratively. They created tasks for a game-like learning activity designed to help learners develop their navigation skills in SL while learning about places and cultures across the virtual globe by participating in a competitive game *Amazing Race*. The integration of a game-based activity as part of a CSCL course was done to help motivate the students to look for ways to enhance the performance of their teams in the competition, thus possibly increasing their feeling of belonging and sense of community and responsibility to the group.

The collaboration lasted a period of four to eight weeks that were found suitable to fit in both class schedules. The design activity involved both asynchronous and synchronous work by the teams. The meetings were held at the virtual auditorium of KCE in order to develop the SL activity for the final game. The German students were registered in the *Moodle* site for the Israeli class and team discussions were held in it. For synchronous activities, *Unicko* was often used as it is embedded in *Moodle*, and therefore easy to access.

Assignments were designed with an increasing degree of collaboration from one to the next one to help develop confidence among students and achieve deeper levels of trust. The procedure involved the following stages:

Assigning students to virtual teams. Teams were formed according to availability to guarantee students would be able to meet outside the classroom. Other factors taken into account for the formation of groups was the level of English-speaking skills of the Israeli team members and the computer-science skills of all of them.

Introducing students to Virtual World. This involved registering, creating personal avatars, and learning the basics in navigating in the virtual world.

Initiating the virtual world collaborative-learning activity. At the first synchronous meeting both lecturers described the activities students would do.

Monitoring and mentoring the collaborative-learning activities. Students engaged in team meetings and activities in the virtual world and got assistance from their respective instructors, who monitored their work, when needed.

Student reflections. This was an important requirement expected only from the Israeli group.

Self and peer assessment. This included both positive comments and suggestions, and helped students compare their assessment of their contributions with the ones made by their team members.

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6.3. Global History of Women and The Historical Revolutions in a Global Perspective, History Department, Faculty of Humanities, Dr. Nimrod Tal

As said above (see Appendix 1.1), COIL has been introduced also at the History Department as part of the partnership with Karlsruhe University in Germany. Prof. Dr. Sabine Liebig, a German lecturer and Dr. Tal from KCE have already collaborated in two different courses and are now engaging in a new iteration for one of them over a semester. The emphasis in this course is placed on key chapters in the global history of women.

The syllabus for each of the courses is different, but the international element lies at the core of each of the respective courses and is the same for both. This component is planned, managed and coordinated collaboratively, and consists of the following:

1. *A lecture given by each partnering lecturer.* This is done at two synchronous virtual meetings for both groups.
2. *Collaborative work in mixed pairs outside the classroom.* Students do different tasks throughout the course and submit a final paper. The members of the teams are jointly assessed by both lecturers. The students use tools/platforms of their own choice to collaborate, e.g. *Whatsapp, Skype, email, Google Docs.*
3. *Presentations of shared products.* This is done at a synchronous virtual meeting for both groups at the end of the course.

Other elements of the collaboration taken into account at the design stage are the scheduling of synchronous meetings, the role of the English language and the platforms to be used. The

schedules for each course allow for a 40 minute overlap in the sessions, which can facilitate the three video conferences held in the course. As far as the English language is concerned, it is considered a tool so points are not deducted for language mistakes. In fact, this message is conveyed to students who may feel threatened at first and may consider not registering for this course owing to this. Regarding the selection of a shared platform, [Stud.IP](#)- used at the German university- was picked at the beginning as all students could be given easy access to it. This year they are using another video conferencing platform, also suggested by the Germans, called [WEBconf-Meetingraum](#). It does not require any previous installation and it seems easy to use. However, both platforms have a German interface, which not be user-friendly to Israelis.

6.4. Interdisciplinary Collaboration in “Teaching English in a Technologically-Enhanced Environment”, English Teaching Department, Faculty of Humanities, Susana Galante

Over the last three years virtual exchanges have been an integral part of Susana Galante’s courses on the integration of technology in the teaching of English. The relationship built between Dr. Beth Ritter Guth- Director of Innovation at Northampton Community College in the USA- and Susana Galante who teaches this course at KCE has made the continuance of the collaboration possible even after Dr. Guth’s relocation away from her previous workplace- Union County College- where it all started.

The course in Israel has been designed as a KB CSCL environment, which consists of two layers of collaboration- one within the class itself and another one within an international learning community. The latter involves the completion of two to three ongoing tasks embedded in the course syllabus for a few weeks. These joint activities with students from different disciplines in the US around topics that interest both groups serve as modeling and experiential learning for the Israeli students who are pre-service teachers of English as an International Language (EIL). Thus, the pedagogical goals mentioned below can be pursued.

1. *Learning how to develop speaking and writing skills through technology*
2. *Authentic learning of digital tools/platforms*
3. *Authentic learning of communities of practice and learning communities*
4. *Authentic learning of international virtual collaborations and development of intercultural skills*

The first virtual exchange consisted of a community of practice with the students from Kibbutzim joining professors from Union County College. Both groups were interested in deepening their knowledge of digital pedagogy. The students here had learnt the use of different tools in the course and were more technologically-savvy, while the professors could contribute with their pedagogical knowledge and experience in the classroom. Asynchronous

online discussions were held in Flipgrid for three different topics. For example, Israelis shared their recently-acquired expertise in tools and asked for advice on issues related to their introduction in class. The professors responded and also shared their favorite tools.

At the beginning of the fall semester this year a new virtual exchange was designed and conducted. The group in Israel collaborated with students taking a course on English Language skills taught by Dr. Ritter-Guth. The Americans are students majoring in different fields that had to take this proficiency course for different reasons. For the asynchronous exchange, Israelis were paired up with Americans and the structure of the COIL experience was as follows:

1. *First Topic: Childhood Tours*

This involved getting to know each other, sharing of local products by Americans, and Israelis' feedback. There were two stages:

1. American students introduced themselves and shared digital tours of their own childhood which they had created with *Google Tour Builder* as part of their regular writing assignments. By sharing these tours, which included pictures and accompanying paragraphs on ten significant places, the Americans could get a real audience. For the introductions, students recorded videos of themselves in a shared board for this topic in a grid on *Flipgrid*. Links to their tours were added to their posts.
2. After watching the introductions and the tours, and getting familiar with the tools used, the Israelis introduced themselves and gave feedback to their respective partners.

2. *Second Topic: Tours of Our Lives as Youngsters*

This involved sharing of local products by Israelis and feedback given by Americans. This was made up of two stages again.

1. The Israeli students learnt to use *Tour Builder* and tried it out themselves to build a tour of their lives in Israel. The links to these tours were added on a post on *Flipgrid* together with a recorded message to the American partners.
2. American students gave feedback. Thus, both groups were exposed to each other's lives and cultures, and could reflect on the differences and similarities and share their impressions.

3. *Reflection*. This was done locally for each group separately. The Israelis shared their insights regarding the benefits of using digital tools for enhancing language skills in a collaborative board (*Padlet*) for the class. This was followed by an oral discussion on the added value of integrating technology in teaching, how to do it effectively, and also issues concerning feedback and assessment of digital products, which are all relevant to the content of the course. This provided a solid basis for the next stage of the course aimed at having these pre-service teachers of English create their own activities through Digital Pedagogy. Eventually each student also answered a questionnaire in a *Google Form* with questions on different aspects of the exchange, which served also for reflection on other aspects and as feedback to build on for

future iterations of this same model. One issue they found particularly intriguing was the intercultural one. In fact, my students were surprised by the openness with which Americans shared their lives in detail. Issues of this sort were raised at different stages of the exchange and discussed in class, especially in preparation for their responses.

6.5. Mentoring Program, Hebrew Language Department, Faculty of Humanities, Dr. Miki Kritz

More than three years ago Dr. Miki Kritz was responsible for setting up a COIL experience for a course at KCE and a course at the Faculty for Foreign Languages in Oklahoma University in the USA. This collaboration, which has been repeated and improved in successive years, consists of a mentorship program through which Israeli students in the Hebrew language department tutor American students taking a course in the Hebrew language together with Jewish and Israeli culture. For the Israelis the collaboration, which is conducted in the second semester of their annual course, is part of the regular assignments.

Both groups benefit from the collaboration in different ways. American students can improve their Hebrew language skills while using it for authentic purposes, and also learn about their partners' culture first-hand. And the Israeli students get an opportunity to practice their teaching skills and gain experience, especially as some of them may teach Hebrew as a second language after graduating.

A CSCL environment was designed for this purpose in the Moodle system of KCE. Both the American and the Israeli students in each course are registered in the shared Moodle site as participants. Pairs of students communicate both orally and in writing through online forums and videoconferencing, and collaborate to complete shared tasks mostly asynchronously. At the start Unicko was used for video conferences for whole group meetings to share presentations on Israeli culture created by the students, for mixed work group meetings and for other goals.

In the first year Dr. Kritz was invited to Oklahoma to train the American partnering lecturers in the use of the platforms and digital tools to be used in the collaboration. He continued giving counseling to all involved throughout the first two years. From the third one on, lecturers have conducted the collaboration by themselves.

The shared site includes the following features:

1. *A collaborative board for introductions.* Students write posts about themselves on *Padlet* to get to know each other.
2. *A shared forum for asynchronous online discussion.* The forum could either be open to everyone and/or for mixed work groups (2 to 4 students).
3. *A virtual classroom for shared assignments.* In this section students work within their mixed groups to complete shared assignments with different responsibilities for each

group (Americans and Israelis). The Americans fulfill writing assignments and the Israelis give feedback.

To sum up, the use of digital tools is done for authentic purposes which help meet the pedagogical goals of the respective courses. This gives students the chance to acquire digital skills as they collaborate and gain multicultural skills. The collaboration only lasts a period of time within the course and is embedded in its syllabus.

6.6. Virtual course on “Bilingualism” open to international students, English Department, Faculty of Humanities, Dr. Miri Yochanna

A collaboration between Dr. Yochanna and Dr. Brad Washington, Director for online MATESOL program at Notredame de Namur University in California, USA, has made it possible for students from their respective institutions to register in virtual courses taught by the partnering lecturer in the other’s institution. In the fall semester of the 2018-2019 academic year two of Dr. Washington’s students were able to attend Dr. Yochanna’s course Bilingualism once it was offered in an online format. In addition to the American and Israeli participants in the course, there was a German student who was on an exchange program at KCE.

Adapting this course into an online version, while taking into consideration the needs of the partnering international institution, led to the course being condensed into a seven week course to match the format and the number of modules in the USA. The course included weekly discussions via forums and blogs, in which all participants were required to relate to and comment on others' posts. This enabled an exchange that led to learning about each other’s culture, point of view and ideas.

The online format was created on the *Moodle* site for the course. Learning was asynchronous, which enabled everyone to enter and work at their own time, regardless of time differences around the world. The international students were given a username and password for access. However, they were met with the obstacle of getting into the system which is in Hebrew. To help overcome this difficulty, Dr. Yochanna made a *Powerpoint* presentation with screenshots and written guidelines on how to get in. Another issue which was dealt with was the fact that everyone’s names appear in Hebrew on *Moodle*. So, everyone was requested to sign their names on each post to let others know who wrote a post and be able to connect on a more personal level.

The added value of the intercultural exchange in the course was vast. Given the diversity of Israeli society, not only were the international students from different backgrounds, but the Israelis were as well. This enabled contributions from different cultural origins from all the participants in the course. Dr. Yochanna noticed that the participants felt more willing to ask questions and open up in an online environment rather than talking face-to-face. For example,

at the start of the course as students discussed bilingualism- what it is and how one becomes bilingual, they shared their own feelings regarding bilingual identity. Later they shared personal narratives. They were required to do so in two languages- what they considered their first language and English. As they analyzed and discussed their insights from this activity, the students expressed surprise at the fact that there were many different languages in their group: Hebrew, Arabic, Portuguese, German, Russian and English. This aroused great interest as they had not been aware that others were fluent in these languages even though they had been studying with the same peers for a few years. They shared their feelings, how they got lost in translation, came up with other expressions in the other language, and different types of emotion words that they used in different languages. There were more questions to the international students, who were themselves curious to learn about their Israeli classmates.

This model may be relatively easy to put together as it is fully virtual and there is no need to match syllabi. However, to get other institutions involved, it is necessary to ensure students earn equal credit value and number of hours for the course as they would in their own institution. Only this way will their participation be approved by a partnering institution and of value to the students wishing to take part.

7. Appendix 2: Questionnaire for Interviews

1. How do you view the role of international courses in college? What is your overall aim when engaging in them?
2. What kind of experience do you have with international courses?
3. Can you describe briefly the international courses you have engaged your students in/ are familiar with? What type of model do they fit in (collaboration, inquiry-based learning, CLIL, etc.)?
4. Please, describe the activities. What were the pedagogical objectives?
5. What was the role of technology in the courses?
6. What digital tools/platforms were used in it? How successful was the choice of these tools?
7. What challenges did you face? Name a few and the ways you managed to overcome them if you did or suggested solutions for the future.
8. How do you envision the future of international courses for you and for the college in general? What do you dream of doing?
9. Which digital tool/platform would you like to introduce in your international courses? Why? What are the added values of this digital tool? Please feel free to dream about the ultimate digital tool for your course. Can you share with me your dream?
10. What insights can you share which you have gained from your international experience?
11. Any further comments?

8. Appendix 3: Useful Sources of Information

- [ACE \(American Council on Education\) Members Use Technology to Expand Access to International Education](#) (Higher Education Today, a blog by ACE)
- [California Global Education Project](#)
- [Connected Learning Alliance](#)
- [Educating for Global Competence: Preparing Our Youth to Engage the World](#)
- [Engagement Global](#)
- [Establishing a framework with Global Competencies](#)
- [European Association for International Education](#)
- [Journal of Studies in International Education](#)
- [Sustainable Development Goals](#)
- [Virtual Exchange Coalition](#) (Soliya, Global Nomads Group, iEarn USA). Retrieved from <http://virtualexchangecoalition.org/>
- [The Global Education Conference Network- A Global Education Declaration; Teaching for Global Readiness Scale](#) (integrated; situated; critical; transactional) by [Shea Kerkhoff \(contact](#) - does research on Global Literacy and new literacies) from North Carolina
- [The Power of International Education](#)
- [United Nations Sustainable Development Goals](#)
- [Internationalization at Home in Finland](#)

9. Acknowledgements

Special thanks to Dr. Smadar Donitsa, Dr. Micki Kritz, Dr. Miri Schonfled, Dr. Nimrod Tal, Dr. Beverley Topaz, Dr. Tina Waldman, Yohav Wolf, Dr. Miri Yohanna who kindly shared their experience in virtual exchanges.

We would also like to express our appreciation to Dr. Rinat Arviv and Dr. Anya Glickman for their leadership and efforts to introduce global learning at KCE.