

# 2nd Network-Meeting Language Teaching & Learning Community

Friday, November 22, 2024, 10:00 am -15:00 CET

Video-Conference-Room: ZOOM

**Important: You will receive an e-mail with the connection link by Robert Hamrol (PUT) after November 20, 2024.**

**Registration deadline: November 19, 2024**

## Agenda

9:45	<b>ZOOM-Room opens: Feel free to install yourselves!</b>
10:00	<b>Official Welcome &amp; Impromptu Networking</b>
10:25	EUNICE Language Steering Committee <b>Input: What's new in the EUNICE language network?</b>
10:40	EUNICE Mobility Task Force <b>Funding Opportunities for Language Initiatives</b>
11:00	Key Note: Robert O'Dowd <b>Virtual Exchange and Blended Mobility in European University Alliances: Opportunities and Challenges</b>  Forms of online collaborative learning, such as Virtual Exchange and Blended Mobility, are becoming increasingly popular in European university education. Virtual Exchange (VE) refers to the numerous online learning initiatives and methodologies which engage learners in online collaborative learning and interaction with partners from different cultural backgrounds as part of their study programmes. Blended Mobility combines stages of online collaboration with short periods of physical mobility.  Although VE has been employed in foreign language education for over 25 years, it has received much greater attention since the recent COVID-19 pandemic and many

	<p>practitioners are exploring its potential to develop intercultural competence and global citizenship in their classrooms (Porto, 2018; Ramirez, 2019; Trapé, 2018). In the context of European University Alliances, VE has enormous potential to promote opportunities for multilingual collaborative learning and exchange between partners and also to function as a complement and preparation for physical mobility programmes between member institutions (O’Dowd, 2023).</p> <p>In this presentation I will use key publications from the literature to explore how VE and Blended Mobility can promote foreign language learning as well as global citizenship. I will also outline how VE and Blended Mobility can be integrated effectively into European University Alliances. Finally, I will reflect on the challenges educators face as we try to use this activity to deal with issues of diversity and inclusion and to establish equitable relationships with partners from other countries.</p> <p><b>Robert O’Dowd</b> is full professor for English Studies at the Universidad de León, Spain. He has taught at universities in Ireland, Germany and Spain. He has published extensively on the application of Virtual Exchange in higher education and has coordinated 3 Erasmus+ projects, including the European Policy Experiment ‘<i>Virtual Innovation and Support Networks for Teachers</i>’ (VALIANT) (2021-2024). He collaborates with organizations on the promotion and integration of Virtual Exchange in higher education and his most recent book is <i>Internationalising Higher Education and the Role of Virtual Exchange</i> (2023, Routledge). He was recently listed in Stanford University’s ‘Ranking of the World Scientists: World’s Top 2% Scientists’.</p>
12:00	<b>Lunch Break</b>
12:30	Welcome back and intro to Best-Practice-Presentations on COIL and CLIL
12:35	<p>Lurdes Martins and Paula Fonseca (IPV)</p> <p><b>Sustainable Dialogues: The ProGlobe Virtual Exchange Experience</b></p> <p>The ProGlobe Project exemplifies best practices in virtual exchange and collaborative learning by fostering intercultural dialogue, sustainability awareness, and skill-building across international borders. This project connects students from higher education institutions in Portugal, Germany, Canada, and the USA, engaging them in shared activities such as calculating ecological footprints, analysing tourism’s environmental impacts, and discussing sustainable practices. Through collaborative tasks, students build knowledge autonomously and gain a nuanced understanding of sustainable practices from diverse cultural perspectives. As a model of effective virtual exchange, the ProGlobe Project demonstrates how educational programs can enhance student motivation, authenticity, and intercultural competencies. The project’s blend of synchronous and asynchronous activities allows students to actively construct knowledge and engage in a real-world, problem-solving context, thus increasing engagement and fostering a sense of purpose in learning. The</p>



	<p>addition of a face-to-face summer school further extends the learning experience, allowing participants to collaborate in multidisciplinary, multicultural teams, establishing lasting networks and refining intercultural skills essential in the 21st-century workforce. By highlighting ProGlobe’s pedagogical and technological integration, this presentation provides language educators with an actionable framework for incorporating best practices in virtual exchange, preparing students to thrive in an interconnected and diverse global environment.</p> <p><b>Maria de Lurdes Martins</b> is a faculty member at the Polytechnic Institute of Viseu, where she teaches English for Tourism to undergraduate students. She earned her Ph.D. in Linguistics from the University of Aveiro in 2012. Her research focuses on virtual exchange, technology-enhanced foreign language teaching, intercultural collaboration, and Web 2.0-based language learning. A co-founder of the Consortium of Virtual Exchange, she has been involved in virtual exchange projects since 2014. Her expertise spans areas such as digitally mediated international collaboration, project planning and management, higher education, vocational training, e-learning, and language teaching for specific professional fields.</p> <p><b>Paula Fonseca</b> is an assistant professor at the Polytechnic Institute of Viseu (Portugal). She holds a PhD degree in Advanced English Studies. She has been teaching English and Spanish for specific purposes in higher education for nearly 30 years. She has collaborated in a number of international projects and has also participated in a number of international conferences. She is an integrated member of the Centre for Studies in Education and Innovation from the Polytechnic Institute of Viseu and a member of the Consortium of Virtual Exchange. Her research interests include: virtual exchange and intercultural collaboration, technology in foreign language teaching/learning, cognitive linguistics, multimodality, political humor and tourism and hospitality.</p>
12:55	<p>Bénédicte Bouchet and Susana Amante</p> <p><b>Merging pharmaceutical and nursing expertise in a COIL project: managing international collaboration and reflection on medication and drug effects</b></p> <p>Between February and April 2024, two teachers from UMONS and IPV teamed up in a Collaborative Online International Learning (COIL) pilot project, following their connection through an initiative led by EUNICE, a European University consortium to which both of their institutions belong. This involved some sixty students in nursing (BA1, IPV) and pharmaceutical sciences (BA3, UMONS). The purpose was to stimulate international and intercultural collaboration by tasking the two groups of students with reflecting on a shared topical subject in self-enrolled groups, using English as their communication language. They were also encouraged to decompartmentalise knowledge and consider the research question related to the effects and management of medication from different viewpoints. The idea was to allow them to</p>



practise English in a more meaningful way while gaining some experience in including a cultural dimension into their work. Regarding the methodology, the teachers provided clear and simple guidelines and deadlines, using the EUNICE platform as a 'meeting point' for document sharing, group formation and communication. The final common deliverable was the creation of a group poster, which was then presented, followed by feedback on their collaborative work and experience. For most students, the use of online tools like Padlet for introductions, Canva for poster creation, and Zoom for the synchronous session contributed to creating an accessible and dynamic environment that enhanced their engagement.

Participant observation and, for Nursing students as part of their assessment, recordings of interactions and reflective portfolios were employed to gather in-depth insights into students' experiences. Content analysis of the tasks developed highlighted both the challenges and benefits of this collaboration. On the whole, the experience was conclusive for most students. They mentioned logistical difficulties in managing organisational differences (such as differing semester schedules) and challenges in getting in touch regularly despite messages sent from both ends (students switched early on from EUNICE Moodle to INSTA accounts, but it wasn't as seamless as they thought). Some shared their surprise at having to negotiate cultural 'bends in the road' (being well-travelled or open-minded does not automatically guarantee successful international collaboration). Nevertheless, most reported having kept contact with their IPV/UMONS counterparts, emphasising the value of intercultural collaboration, and claiming they gained autonomy, experience in learning processes and working methods. Several were willing to renew the experiment. In the presentation, we will share student feedback and task aspects in more detail.

**Bénédicte Bouchet** works as an English teacher for the Language and Internationalisation Unit (Faculty of Translation and Interpretation) at the University of Mons in Belgium. In 2013 she set up a pilot tandem project at the FTI EII Mons that laid the foundation for the current TandemMons project. Since 2022, she has been involved in the design of several EUNICE programme courses. Collaborating with her colleague Julie Walaszczyk has led her to take a closer interest in interculturality, internationalisation of the curriculum and inclusion in the classroom. She lived abroad for 2 years whilst still teaching online for UMONS, which gave her the opportunity to use TIC on a regular basis in her teaching.

**Susana Amante** is an associate professor at the School of Technology and Management of the Polytechnic Institute of Viseu (IPV), Portugal. She holds a PhD in English Philology from the University of Salamanca (Spain), and she was awarded the "Doctor Europaeus" Mention through a joint supervision programme with the University of Coimbra (Portugal) (2011). She was PI of the 'Learning based on co-creation processes' project at IPV (2021-2023), and her research spans Literatures and Cultures, Gender Studies, Language Didactics, Translation, and Languages, Innovation and Entrepreneurship. Currently, she is the Pro-President for International

	<p>Affairs and leads the Experiential Learning Work Package (WP3) in the EUNICE Alliance.</p>
13:15	<p>Julie Walaszczyk (UMONS)  <b>A CLIL expedition: What gear do you need to take?</b></p> <p>This presentation will provide an overview of how CLIL (Content and Language Integrated Learning) has been implemented at the University of Mons (UMONS) and will more specifically focus on pedagogical strategies and team-teaching methods, and their impact on internationalisation as well as language teaching and learning. After a summary of the past and ongoing efforts at UMONS to improve teacher training and student support, the presentation aims to address the following questions:</p> <ol style="list-style-type: none"> <li>1. Looking at both successful practices and challenges, what insights can be gained and shared from the process, especially in terms of resistance to pedagogical adjustments and the complexities of implementing CLIL in higher education?</li> <li>2. How can collaborative approaches and co-construction be promoted in ICLHE (Integrating Content and Language in Higher Education) contexts, and what strategies can be developed to ensure sustainable partnerships?</li> </ol> <p>The presentation will conclude with a Q&amp;A session on the implications of ICLHE for the EUNICE network and its language policy.</p> <p><b>Julie Walaszczyk</b> works as an ICLHE Advisor and e-Learning Educational Developer for the Language and Internationalisation Unit (Faculty of Translation and Interpretation) at the University of Mons in Belgium. Since 2015 she has been supporting and facilitating evidence-informed teaching practices and approaches in English Medium Education courses for senior faculty professors, lecturers and teaching assistants across all academic disciplines. She has been actively involved in course (re)design of English-taught programmes at the Faculties of Medicine and Pharmacy, Architecture, Psychology and Educational Sciences, Science and Engineering. Her current fields of interest include teacher training and Continuous Professional Development in ICLHE, internationalisation of the curriculum and horizontal internationalisation, inclusion and diversity in HE, multilingualism, technology in the classroom and innovative ICLHE teaching practices and assessment methods.</p>
13:40	<p><b>Networking and group discussions of potential project initiatives on:</b></p> <ol style="list-style-type: none"> <li><b>1. Continuous Professional Development for EUNICE Language Teachers</b></li> <li><b>2. International Cooperation in Language Teaching at EUNICE</b></li> <li><b>3. EUNICE Language Policy</b></li> </ol>



14:30 - 15:00	<b>Wrap-up &amp; Outlook: How do we continue from here? Results and perspectives from group discussions</b>
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