

# Connecting UF Classes and the Global Language Community through Virtual Exchange

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# Goals for Virtual Exchange via LinguaMeeting in Lower Division SPN courses

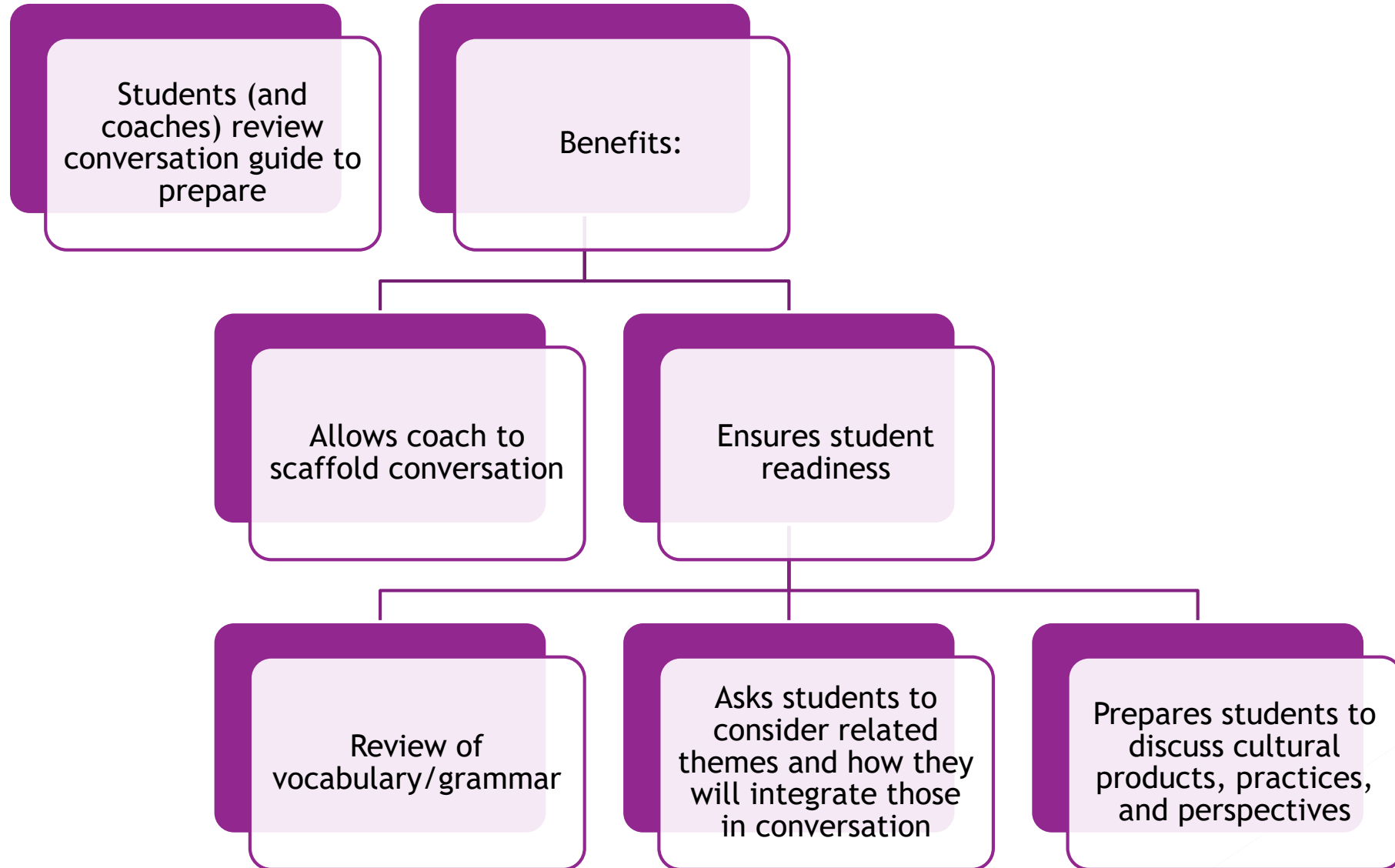
Build conversation skills in Spanish

Increase student confidence in conversation with native speakers of Spanish

Fosters collaboration between students and between students and coaches

Increase cultural competence

# LinguaMeeting Components: Preparation





## LinguaMeeting Components: Action Phase

- ▶ 1130/1131/2200: 30-minute conversation in small groups with coach and 1-2 other students
- ▶ 2201: 15-minute conversation one-on-one with coach
- ▶ 2240: 30-minute conversation one-on-one with coach



# LinguaMeeting Components: Attention Phase



- ▶ Students review notes and video of their conversation to reflect on specific aspects of the conversation:
  - ▶ Linguistic - how they used specific vocab/grammar
  - ▶ Paralinguistic - how they used/understood non-spoken communication
  - ▶ Cultural - what did they learn about cultural products, practices and perspectives of their coach in relationship to their own cultural products, practices and perspectives
  - ▶ Interpersonal - did their experience build confidence in abilities? Did they feel comfortable?



# LinguaMeeting Components: Reflection Phase



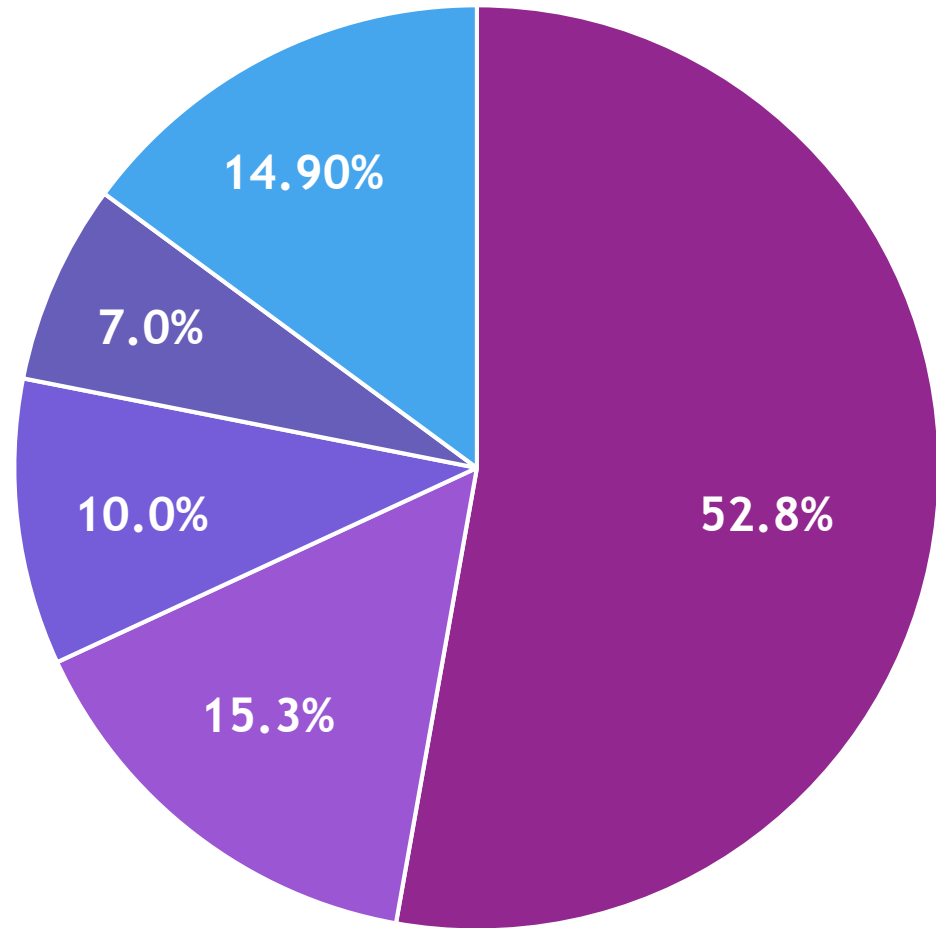
Students are given 5 days after the end of the conversation round to complete the questions they first saw in the preparation and attention phases.



Instructor reads the Reflection to comment on what students shared and then evaluates.



# Student Feedback: Reasons for LM as Top Component



- Build Confidence & Skills
- Enjoyed the Experience
- Learned a lot about Life in Another Country
- Personal Connection With Their Coach
- Other/ No Response

# Examples of Student Feedback

“I really like interacting with others and having conversations. I feel that having constructive conversations is the best way to learn a language. I enjoy any activity that allows me to interact with another, and in doing so, I can receive constructive feedback on how to improve my discussion skills.”

“I enjoyed LinguaMeeting because my coach was very fun to hear speak about her country and was very helpful when I couldn’t remember a word or grammar rule.”

“My top two are LinguaMeeting and Connect Activities because I liked getting to talk to a native speaker in a low-stress environment.”

“My top two are VoiceThread and LinguaMeeting because I enjoy learning about other cultures and the words that they use, not just grammar.”

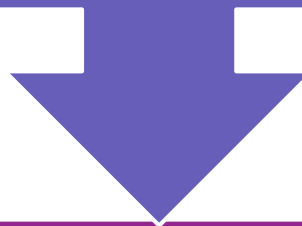
“My coach, Julissa, was great and provided an awesome experience and tons of feedback to help the group.”

“My top two are Connect Activities and LinguaMeetings because they help me practice my Spanish in a way that doesn’t penalize me for my mistakes and they provide immediate feedback on what I need to work on.”



# Coordinator Feedback

More accountability on coaches to review preparation guide →  
conversations with LM staff about training coaches to work with  
our students




Educating students on expectations of their conversations on  
LM, including:

Technical issues

Noting differences but  
not evaluating them


Canvas assignment prior  
to first conversation



## How Can Virtual Exchange Work for You?

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- ▶ VE is applicable and highly relevant to all disciplines
- ▶ Opens students to collaboration and cross-cultural competence
- ▶ Enhances student experience and builds area-specific skills



# Review Principles - Guiding Questions



What goals in your courses could a virtual exchange help your students achieve, especially related to internationalization, skill building, networking and/or collaboration?



What resources or connections do you have access to or what resources or connections do you need to create a VE?



How will you guide your students in the Preparation, Attention, and Reflection phases?




How will you evaluate students' performance?



How will you seek feedback from your students and other stakeholders? How will that feedback drive change?



# Brainstorm

- ▶ As an individual, brainstorm/take notes on 1-2 of the Review Principles that most interest you or challenge you. (2-3 min)
  - ▶ You will use these in conversation with people at your Remo table. (8-10 min)
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**Ideas from  
Breakout Sessions  
(8-10 min)**



Q & A

