# Advancing Civic Engagement through Virtual Exchange: Instructional Planning, Task Design, and Outcomes

Carolin Fuchs, Northeastern University

CERCLL, 15th November, 2024

# Outline

1. Introduction

2. Key Concepts: Telecollaboration, Virtual Exchange, Civic Engagement, Community Outreach

3. Instructional Planning, Task Design, Outcomes — Project Examples

4. Conclusion and Implications

5. Q&A

# Outline

1. Introduction

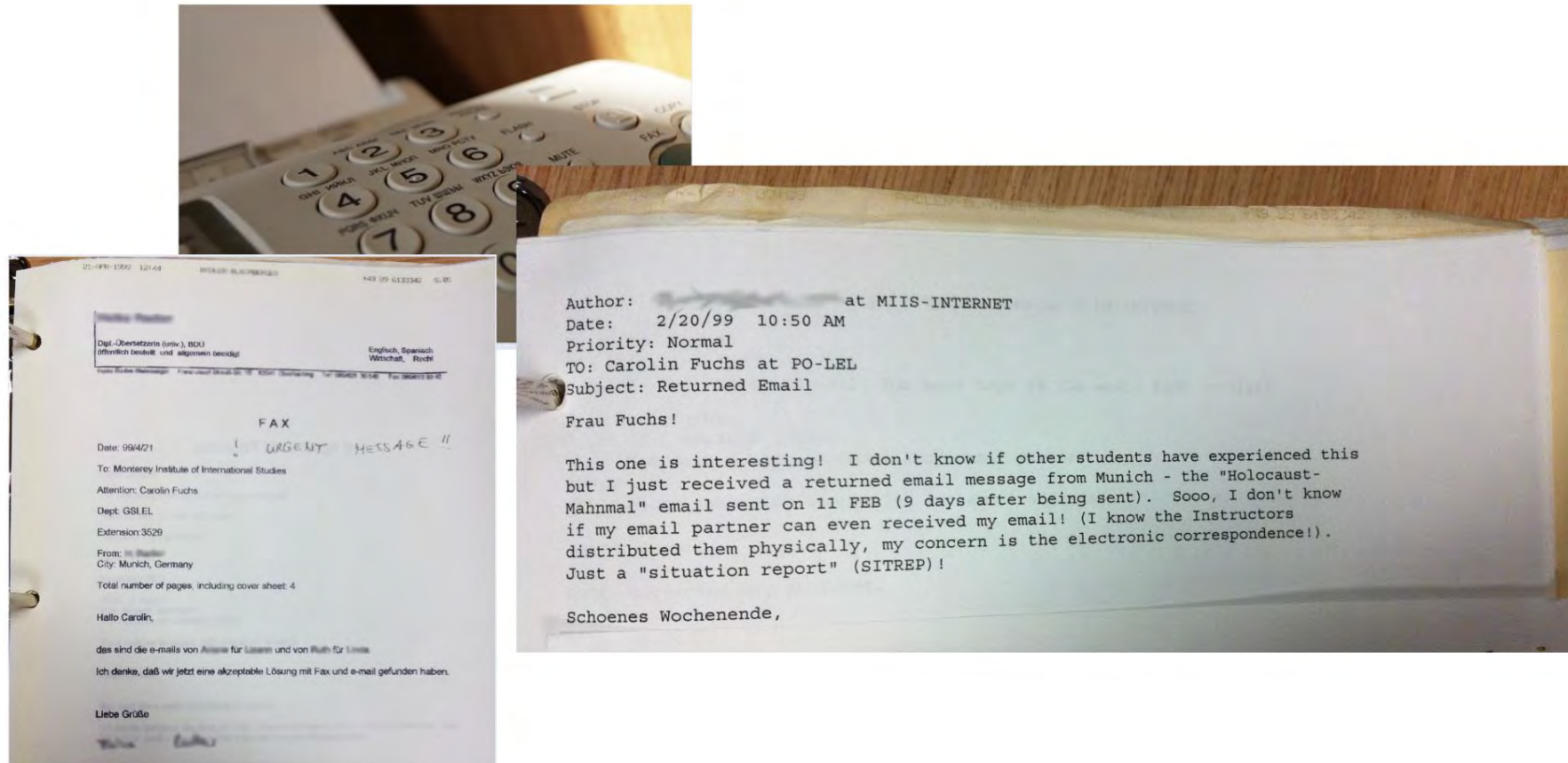2. Key Concepts: Telecollaboration, Virtual Exchange, Civic Engagement, Community Outreach

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# "Munich-Monterey Online" (Spring 1999)



**FAX**

Date: 99/4/21    ! URGENT MESSAGE !!

To: Monterey Institute of International Studies

Attention: Carolin Fuchs

Dept: GSLEL

Extension: 3529

From:
City: Munich, Germany

Total number of pages, including cover sheet: 4

Hallo Carolin,

das sind die e-mails von Ariane für Lauren und von Ruth für Linda.

Ich denke, daß wir jetzt eine akzeptable Lösung mit Fax und e-mail gefunden haben.

Liebe Grüße

---

Author:                    at MIIS-INTERNET
Date:    2/20/99   10:50 AM
Priority: Normal
TO: Carolin Fuchs at PO-LEL
Subject: Returned Email

Frau Fuchs!

This one is interesting!  I don't know if other students have experienced this
but I just received a returned email message from Munich - the "Holocaust-
Mahnmal" email sent on 11 FEB (9 days after being sent).  Sooo, I don't know
if my email partner can even received my email! (I know the Instructors
distributed them physically, my concern is the electronic correspondence!).
Just a "situation report" (SITREP)!

Schoenes Wochenende,

# Northeastern University

"[l]earning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38)

"no experience having a meaning is possible without some element of thought" (Dewey 1916, p.150)

**Northeastern University**

## College of Social Sciences and Humanities

**D**iversity, **E**quity, **I**nclusion, and **B**elonging (DEIB)
- "community engagement"
- "forming responsible partnerships with communities and institutions beyond our campuses and around the globe"

(CSSH Strategic Plan, 2023-2026, June 12, 2023, p.2)

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# 2.1 Telecollaboration

"the use of Internet communication tools by internationally dispersed students of language in institutionalized settings in order to promote the development of foreign language (FL) linguistic competence and intercultural competence" (Belz, 2003, p. 68; see also Warschauer, 1996)

# Poll 1: Key Principle 1 in Telecollaboration

The principle of **reciprocity** in telecollaboration refers to the following:

A. The use of advanced technology in language learning
B. A mutually beneficial partnership for all participants (e.g., equal use of the target language)
C. The focus on grammar and vocabulary exercises
D. The individual study of language materials

# Poll 2: Key Principle 2 in Telecollaboration

**Reflection** and debriefing serve the following purpose:

A. To ensure students memorize vocabulary
B. To provide students with the opportunity to process their experiences, reflect on their insights, and consider the impact of their interactions
C. To focus on the technical aspects of language learning
D. To increase the amount of homework assigned

# Keypal Exchanges in Language Education

Principle of reciprocity (Brammerts, 1996)

Principle of reflection (Belz, 2005)

International Email Tandem Network ("eTandem Europa")

eTandem learning (e.g., Lewis & Qian, 2021; O'Rourke, 2007)

Email (e.g., Tella, 1991)

Chat (e.g., Kern, 1995)

Home   About   Resources   Educator's Forum   Past Exchanges   Publications   News

## elite_e

aristocracy

capitalists

royalty

class

privilege

power

creme de la creme

high class

## élite_f

winner

meilleur

supérieur

supériorité

maîtrise

supaero

MIT

http://cultura.mit.edu/discussion/elite-e-%C3%A9lite-f

http://cultura.mit.edu/discussion/good-neighbor-is-someone-un-bon-voisin-est-quelquun

## A "good" neighbor is someone...

who helps you move in and out

who is tolerant, considerate

who will collect your mail when you're on vacation

who says hello and knows you are.

that does not mingle to much in one's affairs.

who you are friends with, who watches your kids

who you can trust enough to leave a spare key with

whom you can trust your keys with.

## Un "bon" voisin est quelqu'un...

n'appelle pas la police au premier bruit

garde la clé pendant les vacances

respecte les autres

ne fait pas trop de bruit

ne mêt pas la musique trop fort

rend des services mais n'épie pas.

est amical et qui est obligeant.

http://cultura.mit.edu/discussion/elite-e-%C3%A9lite-f

http://cultura.mit.edu/discussion/good-neighbor-is-someone-un-bon-voisin-est-quelquun

# Intercultural Communicative Competence

(Byram, 1997, 2021 revisited)

**Knowledge:**
Societal, individual interaction

**Skills of interpreting, relating:**
Documents

**Skills of discovery, interaction:**
Cultural practices
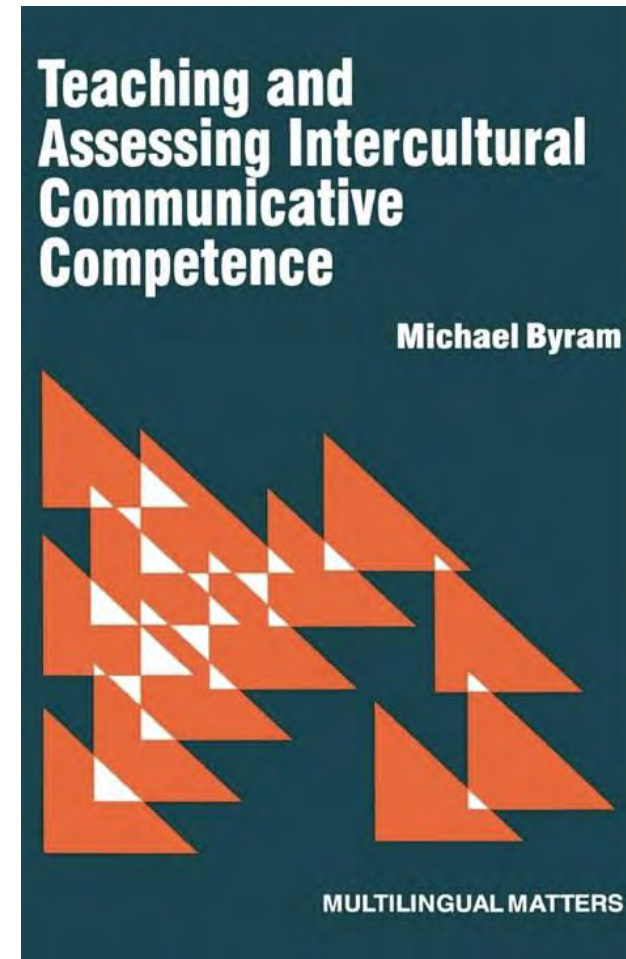
**Attitudes:**
Curiosity, openness

**Critical cultural awareness:**
Perspectives, practices, products

# Poll 3: Affordances in Language Learning

According to van Lier (2004), the term "**affordances**" refers to the following in the context of language learning:

A. The structured exercises provided by educators
B. The possibilities for action that provide opportunities for engagement and participation
C. The input provided by textbooks
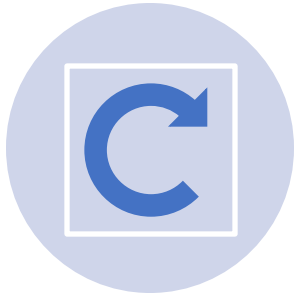D. The grammatical rules of a language

# Poll 4: The Fuel for Learning

In an ecological perspective on language learning, the following is considered the primary "fuel" for learning, according to van Lier (2004):

A. Input from target-language speakers
B. Structured language exercises
C. Engagement
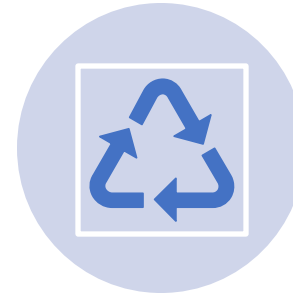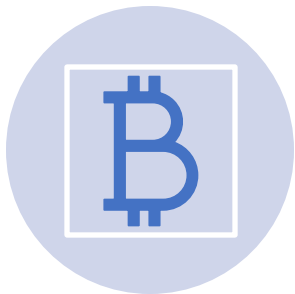D. Memorization of vocabulary

# Affordances and Engagement

Context - "*affordances* (possibilities for action that yield opportunities for engagement and participation)" (van Lier, 2004, p.81, emphasis in original)

"The fuel for learning in an ecological perspective is not 'input' or 'exercises,' but *engagement*." (van Lier, 2004, p.98, emphasis in original)

"rich 'semiotic budget'" (van Lier, 2000, p. 253)

Telecollaborative language teaching through an interactional, socio-cultural perspective (Dooly & O'Dowd, 2012)

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# 2.2 Virtual Exchange

"is a practice, supported by research, that consists of sustained, technology-enabled, people-to-people education programmes or activities in which constructive communication and interaction takes place between individuals or groups who are geographically separated and/or from different cultural backgrounds, with the support of educators or facilitators." (Evidence-Validated Online Learning through Virtual Exchange/EVOLVE, n.p.)
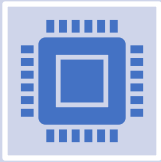
# New Technologies, New Literacies (1)

Multimodality, multiliteracies, multisite
(e.g., Darvin, 2017; Develotte et al., 2008; Fuchs et. al, 2012; Guth & Helm, 2010; Priego & Liaw, 2021)

Digital equity, critical digital literacy (e.g., Satar & Hauck, 2021)

# New Technologies, New Literacies (2)

Active, authentic, learner-centered, discovery-based (Wang & Devitt, 2022)

Cross-disciplinary language VEs, e.g., business courses
(e.g., Luo & Yang, 2018; Wang et al., 2013; Cunningham, 2019)

A need for partner matching, training, resource platform (Lan & Yu, 2023)

# Globalization, Internationalization

"Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments."

"This could entail working with local cultural, ethnic or religious groups, using a **tandem learning system** or other means to engage domestic with international students, or exploiting diversity within the classroom."
(Beelen & Jones, 2015, n.p.; emphasis added)

# Lingua Franca VEs (1)

Deemphasize national boundaries; global themes for collaboration (O'Dowd, 2021)

Common ground for all language users (Helm, 2015)

# Lingua Franca VEs (2)

English as default questioned (Ware, 2020)

Western contexts dominate (Alami et al., 2022; Akiyama & Cunningham, 2018; Çiftçi & Savaş, 2017)

English-speaking participants (Wu, 2022)

# Growing Interest in VE (1)

**Asia-Pacific** (e.g., Chun, 2014; Cappellini & Hsu, 2020; Guo & Xu, 2023; Hagley & Wang, 2020; Liaw & English, 2017; Luo & Gao, 2022; Nishio & Nakatsugawa, 2018)

**Middle East** (e.g., Helm, 2015, Stevens Initiative, 2022)

# Growing Interest in VE (2)

**South America**
(e.g., King Ramírez, 2022;
Brazilian VE Program)

**Bridging gap between the Global South and Global North**
(e.g., Bloomquist et al., 2022)

ASSESSING VIRTUAL EXCHANGE IN FOREIGN LANGUAGE COURSES AT TERTIARY LEVEL

Edited by
Anna Czura
Melinda Dooly

Cultura-Inspired Intercultural Exchanges: Focus on Asian and Pacific Languages

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TELECOLLABORATION IN EDUCATION

Robert O'Dowd and Margarita Vinagre (eds)
Virtual Innovation and Support Networks
Exploring the Impact of Virtual Exchange in Teacher Education

Bern, 2024.
Telecollaboration in Education. Vol. 7

DE GRUYTER MOUTON
SECOND LANGUAGE TEACHING AND LEARNING THROUGH VIRTUAL EXCHANGE
Edited by Shannon M. Hilliker

The Guide to COIL Virtual Exchange
Implementing, Growing, and Sustaining Collaborative Online International Learning
Edited by Jon Rubin and Sarah Guth
With Contributing Editors Stephanie Doscher and Carrie Prior
Foreword by Hans de Wit

Journal of Virtual Exchange

University of Groningen Press

Archives  Announcements  Submissions  Policies  UNICollaboration

Journal of Virtual Exchange (JVE) is an online, open-access, peer-reviewed journal aimed at practitioners and researchers in the field known variously as telecollaboration, virtual exchange, or online intercultural exchange. It is the official journal of UNICollaboration, the international academic organisation dedicated to supporting and promoting telecollaboration and virtual exchange across all disciplines and subject areas in higher education.

Emerging identities in virtual exchange
Francesca Helm

Virtual exchange in the Asia-Pacific: research and practice
Edited by Eric Hagley & Yi'an Wang

Routledge Research in Language Education
VIRTUAL EXCHANGE FOR INTERCULTURAL LANGUAGE LEARNING AND TEACHING
FOSTERING COMMUNICATION FOR THE DIGITAL AGE
Edited by Anthippi Potolia and Martine Derivry-Plard

Melinda Dooly (ed.)
Telecollaborative Language Learning
A guidebook to moderating intercultural collaboration online

Designing and implementing virtual exchange
a collection of case studies
Edited by Francesca Helm and Ana Beaven

Virtual exchange: towards digital equity in internationalisation
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ROUTLEDGE RESEARCH IN HIGHER EDUCATION
Internationalising Higher Education and the Role of Virtual Exchange
Robert O'Dowd

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# Poll 5: Civic Engagement

The following dimensions are best matched with the descriptions below:

1. Relational Dimension
2. Critical Dimension
3. Civic Dimension

A. Reflecting on and analyzing one's own thoughts and assumptions.
B. Taking action in local and global communities.
C. Engaging with others and becoming intercultural speakers and mediators.

# 2.3 Civic Engagement (Byram, 2008)

**Relational dimension:**
Getting involved with other speakers, becoming intercultural speakers and mediators

**Critical dimension:**
Analyzing and reflecting on one's own thoughts, assumptions, preconceived notions

**Civic dimension:**
Outreach and action in local and global communities
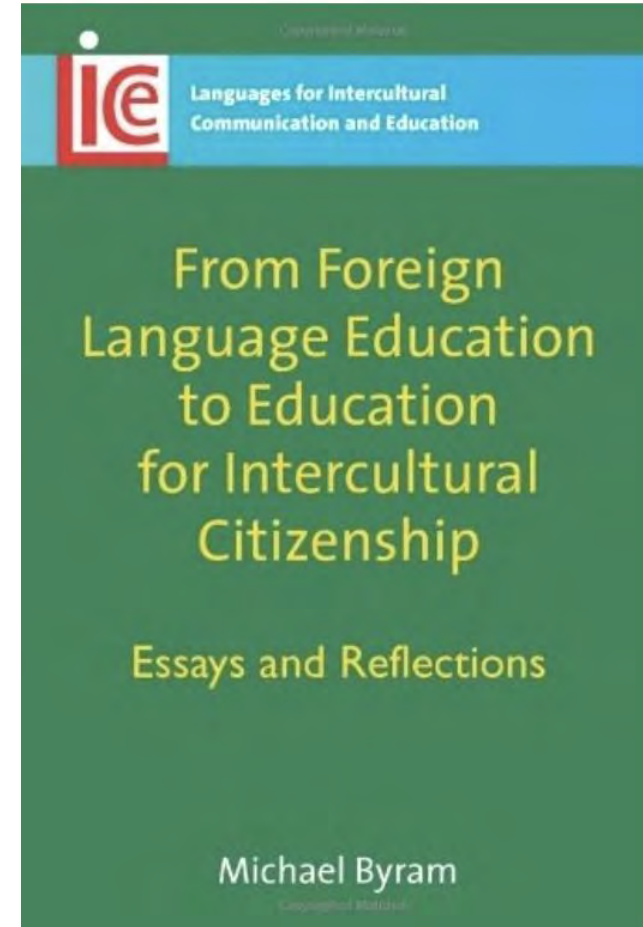
[United Nations Educational, Scientific and Cultural Organization (UNESCO): 17 Sustainable Development Goals (SDGs)]

# Civic Engagement Research (1)

Skills of discovery, perspective-taking, see/evaluate different participants' positions
(Porto, 2019)

Integrating SDG goals into teacher education to increase participants' awareness (Lenkaitis, 2022)

# Civic Engagement Research (2)

Develop global citizenship, agency, cultural awareness, community, shared vision; positive impact on global citizenship view
(Lenkaitis & Loranc, 2022)

Designing accessible businesses/solutions to increase social sensitivity, attitudes, openness towards disability (Oswal et al., 2021)

# Civic Engagement Research (3)

Engagement at level of awareness, thought, personal development - not necessarily sustained civic or social action in community
(Porto, 2021)

Terminology (intercultural, global) not universally understood
(Golubeva et al., 2016)

Postgraduates lacked well-developed sense of global citizenship
(Fang, 2019)

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# 2.4 Community Outreach

In addition to linguistic, communicative, and instrumental aspects, language instruction should focus on community connection (Byram, 2008)

An intercultural citizenship experience happens "when people of different social groups and cultures engage in social and political activity." (Byram, 2008, p.186)

# Service-Learning (S-L)

"a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development" (Jacoby, 1996, p. 5)

"a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further under-standing of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bringle & Hatcher, 1995, p.112)

# S-L for Community & Civic Engagement

Reflection as the glue that holds service and learning together (Eyler et al., 1996)

Strengthens FL academic curricula, promotes civic responsibility
(Rauschert & Byram, 2018)

# S-L in Language Education (1)

Linguistic gains, motivational gains through Spanish S-L immersion
(Miano et al., 2016)

Linguistic self-confidence, reduced anxiety (Pellettieri, 2011)

# S-L in Language Education (2)

Conceptual gains and writing skills
(ter Horst & Pearce, 2010)

Increased confidence, oral proficiency, cultural learning, positive attitudes/impact on communities
(Moreno-López et al., 2017;
Perren & Wurr, 2013, 2015; Wurr, 2018)

# S-L in Language Education (3)

Implemented in LSP course on social entrepreneurship
(Abbott & Lear, 2010; Lear, 2012)

S-L in Business Spanish to meet demands of business and industry (Pak, 2010)

# Intergenerational S-L Research (1)

Combat social isolation, disconnectedness, ageism
(Newman et al., 1997; Yoelin, 2021)

Change in 2nd graders' perception of elders
(Fair & Delaplane, 2015)

# Intergenerational S-L Research (2)

English learners benefitted from older adults' linguistic input (Johnson, 2016)

German learners' increased language skills/confidence (Mueller, 2005)

# Poll 6: Community Outreach through S-L

The following statements best characterize a well-designed Service-Learning activity (<u>select all that apply</u>):

A. Meets identified community needs
B. Is unrelated to course content
C. Includes structured opportunities for reflection
D. Is purely for entertainment
E. Promotes student learning and development

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# 3. Instructional Planning, Task Design, Outcomes — Project Examples



News@Northeastern

Media Inquiries    Explore

**STUDENTS CONNECT WITH GERMAN ELDERS TO REDUCE LONELINESS–AND LEARN THE LANGUAGE**

Students attend professor Caroline Fuchs' German class in Richards Hall on Thursday Oct. 28, 2021. Photo by Matthew Modoono/Northeastern University

# S-L Courses (Spring 21 - 24)

| | | | |
|---|---|---|---|
| **Spring 2021**<br>**Iteration 1** | Intermed. 1<br>7 tandems<br>2x/semester | Intermed. 2<br>9 tandems<br>4x/semester | |
| **Fall 2021**<br>**Iteration 2** | Intermed. 1<br>5 tandems<br>2x/semester | Intermed. 2<br>5 tandems<br>4x/semester | |
| **Spring 2022**<br>**Iteration 3** | Intermed. 1<br>5 tandems<br>2x/semester | Intermed. 2<br>11 tandems<br>3x/semester | |
| **Fall 2022**<br>**Iteration 4** | Intermed. 1<br>9 tandems<br>2x/semester | Intermed. 2<br>8 tandems<br>2x/semester | Adv. Spec.Top.<br>whole group<br>4x/semester |
| **Spring 2023**<br>**Iteration 5** | Intermed. 1<br>6 tandems<br>2x/semester | Intermed. 2<br>whole group<br>4x/semester | Advanced 1<br>7 tandems<br>2x/semester |
| **Fall 2023**<br>**Iteration 6** | Intermed. 1<br>5 tandems<br>2x/semester | Intermed. 2<br>whole group<br>+ tandems | Advanced 1<br>4 tandems<br>2x/semester |
| **Spring 2024**<br>**Iteration 7** | Intermed. 1<br>5 tandems<br>2x/semester | Intermed. 2<br>whole group<br>+ tandems | Advanced 1<br>5 tandems<br>2x/semester |

Stakeholders

(Virtual) Engagement

Students

Community Partners

FT/PT Instructors
Undergraduate RA

Community-Engaged
Teaching & Research
S-LTAs
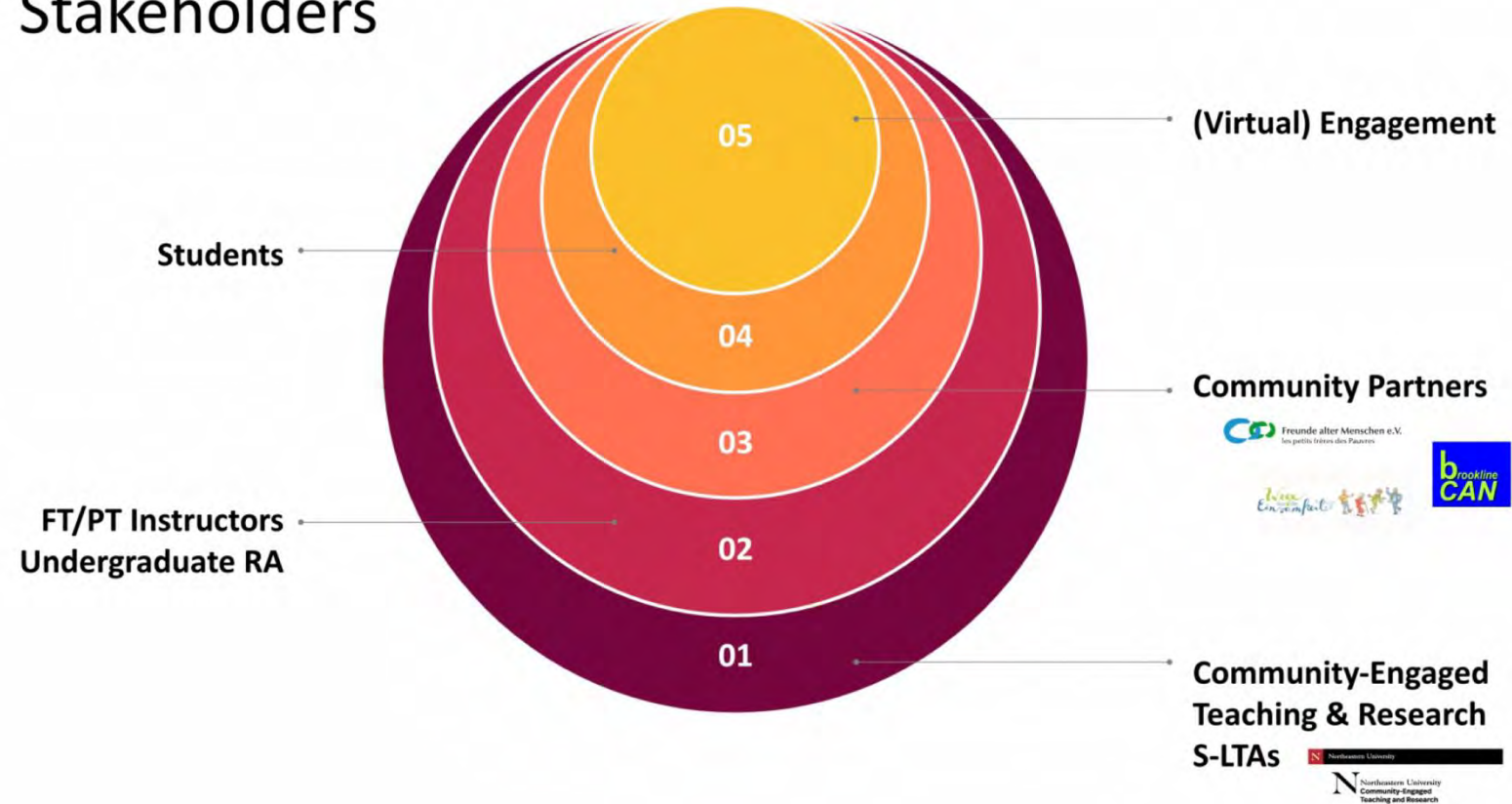
# General S-L Learning Outcomes (selected)

**Cultural Competence**

Identify and articulate their personal changes in attitudes and behaviors

Demonstrate critical reflection on how their personal identities relate to ithose in community-engaged partnership

**Professionalism**

Support authentic, mutually beneficial relationships with patience and humility

Gain new knowledge and skills to successfully engage in unfamiliar tasks and activities

**Problem Solving**

Identify personal changes in attitudes and/or behaviors

# Specific S-L CLOs (Int.1, Sp22):

**1**
Apply receptive and productive skills to engage with older adults

**2**
Identify the community need(s) being addressed by the service that is taking place

**3**
Demonstrate critical reflection of service through guided activities

# Timeline & Phases: Tandem (O'Dowd & Ware, 2009)



**Phase 1 (Information Exchange)**

Weeks 1-4

*Prior Experience*
*Partner Matching*
*Pre-Reflections*

**Phase 2 (Comparison & Analysis)**

Weeks 5-14

*S-L Preparations*
*S-L Engagements (1:1)*
*During-Reflections*
*Post-Reflections*

# Tasks: Tandem

Research community partner.

Prepare and revise relevant vocabulary/questions.

Participate in **2-4 tandem meetings** (~30 min. each).

Write and revise reflections and responses to classmates.

# Final Reflection

Write a short reflection in English about your experience in this S-L project. Use the following questions to guide you, and be sure to answer at least three of them (350-400 words):

- What impact did these conversations have on you?
- What is something you learned that surprised you?
- How did intercultural and intergenerational differences affect your conversations?
- What lessons did you learn from hearing about your partner's life?
- Is there anything else you wish you could have spoken to your partner about?

# Preconceived Notions

Students not enthusiastic at first

Nervous about conversing with stranger in L2, about annoying them with proficiency

Reluctant to participate

Elder's life dull and homebound

Very nervous/afraid before

Unsure about topics because of intergenerational gap

Stereotype of conservative elders

Expect elders to disagree on politics

Students with prior S-L experience enjoyed engaging with elders

[Intermediate 1, Spring 2022, Final Reflections, n=5] (Fuchs & Ferguson, 2023)

| **Course-specific content made more clear** | Communicate with German speaker; spoken/casual German |
| | German culture, living, perspective |
| **Impact on future academic, professional, civic and/or personal goals** | Connect with real world; not just about textbook |
| | It's about reaching out, reach out to German world, reach outside comfort zone; reinforced classroom skills (applicable outside) |
| **Community-identified goal supported** | Closing the intergenerational gap; building relationships |
| | Gaining perspective on their experience; bridging cultures |

[Intermediate 1, Spring 2022, Post-Questionnaire, n=2] (Fuchs & Ferguson, 2023)

| | |
|---|---|
| **Course-specific content made more clear** | Proper grammar through partner feedback; importance of grammar (formal "Sie"); word order; conversational skills |
| | None, but overall improvement of speaking skills through engagement |
| **Impact on future academic, professional, civic and/or personal goals** | Great to speak with someone of much different background |
| | Excited/motivated to develop language skills, engage with culture, language; inspired to go/move to Germany; Meaningful connections, more comfortable speaking; new perspectives |
| **Community-identified goal supported** | Wanting elderly to feel heard; mentally supporting elders |
| | Bridging intergenerational gap |

[Intermediate 2, Fall 2022, Post-Questionnaire, n=5] (Fuchs & Ferguson, 2023)

# Lessons learned

"My partner was struggling in life. The **pandemic created a barrier** to her enjoying to sing in church; her family was **disconnected** from her - and what seemed to be the most preeminent topic taking space in her mind - injustice in Ukraine. It was interesting to hear that the sentiments at home in the US resonated even more ardently in Germany. My partner reported **anguish and discontent with the situation** [...] [my partner is] a **conscientious, kind, sensitive, and resilient** person [...] ...My partner is a **tough cookie**, and I am happy I could learn from her." [Kasper, Intermediate 2, Final Reflection, 18 April 22]

# Lessons learned

"[My partner] **did not speak any English**, so she could not help with any translations or missed words, which gave me the chance to rely on what I already knew. In addition, [she] **worked as a journalist and a Sociology professor**. These are two fields I have always found extremely interesting and considered pursuing myself. Therefore, it was a great experience to hear about her trials and tribulations in these industries, especially **at a shifting time in Germany for women and politics**. [She] shared with me that she only began working in journalism and the writing industry later in her life, and that she wished she had started earlier. She told me that **many dismissed her ability and encouraged her to enter a "women's occupation"** rather than wanting to be a journalist. This was an excellent lesson for me to hear. It **inspired me to follow my goals and desires** and not be stopped by what others perceive of me or think is the right path for me." [Esther, Intermediate 2, Final Reflection, 28 April 22]

# Timeline & Phases: Whole Group (O'Dowd & Ware, 2009)



**Phase 1 (Information Exchange)**

Weeks 1-4

*Prior Experience*
*Pre-Reflections*

**Phase 2 (Comparison & Analysis)**

Weeks 5-14

*S-L Preparations*
*S-L Engagements (Whole-Group)*
*During-Reflections*
*Post-Reflections*

# Tasks: Whole Group

Research community partner.

Prepare and revise relevant vocabulary for discussion; design/moderate/participate in online games.

Participate in 4 **whole-group** meetings (65 min. each).

Write and revise reflections and responses to classmates.

| USA - Geschichte | USA - Geographie | DACH - Geschichte | DACH - Geographie | DACH - Gemischtes |
|---|---|---|---|---|
| 100 | 100 | 100 | 100 | 100 |
| 200 | 200 | 200 | 200 | 200 |
| 300 | 300 | 300 | 300 | 300 |
| 400 | 400 | 400 | 400 | 400 |
| 500 | 500 | 500 | 500 | 500 |

MENU

| Team 1 | Team 2 | Team 3 |
|---|---|---|
| 0 | 0 | 0 |
| + − | + − | + − |

[Intermediate 2, Fall 2023, n=7]

# Reflection Prompt #4: Looking back

1. Was waren die Highlights unserer vier Treffen?

2. Beschreiben Sie kurz Ihren Lernprozess vom ersten bis zum letzten Zoom-Treffen: Was haben Sie von den Versilberten gelernt? Gab es irgendwelche Vorurteile, die Sie hatten, die bestätigt/nicht bestätigt wurden?

3. Was haben Sie in den Zoom-Treffen gut oder sehr gut gemacht? Woran möchten Sie in Zukunft noch arbeiten? (300 words)

*(1. What were the highlights of our four meetings? 2. Briefly describe your learning process from the first to the last Zoom meeting: What did you learn from the older adults? Were there any preconceptions you had that were confirmed/not confirmed? 3. What did you do well or very well in the Zoom meetings? What would you like to work on in the future? 300 words)*

# Reflection #4: Response to Peers

Bitte antworten Sie auf Posts von 2 Ihrer Kollegen/-innen:

Gibt es Unterschiede? Gemeinsamkeiten? 2x100 Wörter; due: 24 hrs later

*(Please reply to posts from 2 of your colleagues:*

*Are there differences? Similarities? - 2x100 words; due: 24 hrs later)*

1. **Das** war **das erste Mal dass ich an einem generationsübergreifenden Treffen auf Deutsch oder Englisch teilnehme**. Im ersten Treffen habe ich sehr Angst und **war nervös**. Außer U.       waren alle sehr nett und geduldig mit mir und **meiner Nervosität**. Stadt, Land, Fluss **hat mir unter all den Spielen am wenigsten gefallen.** Das zweite Treffen **war mit einem** Jeopardy Spiel mit Technologie Die Fragen **waren für mich sehr schwierig, weil** ich nicht viel über Technik **wusste**. Die Vorbereitungen für das Treffen haben sehr viel Zeit und **Nachforschungen beansprucht. Das Jeopardy-Spiel war** sehr interessant und ich **habe viele gelernt**. Das dritten Treffen waren sehr gut, und **mein Lieblingstreffen**. Ich gern Dalli Klick und Jeopardy gespielt. Der  b este Teil im Treffen war , dass M.           besser wurde . Ich **fühlte mich wohler**, Fehler zu machen. Das vierte  Treffen war sehr ähnlich wie das dritte Treffen. Das Treffen war eine guter Schluss für das Treffen. Das Treffen war meistens zwanglos und ich **habe gern Fragen am Ende gestellt**.

2. Bei allen Treffen **habe ich gelernt, wie** man am besten kommuniziert. Ich **weiß** jetzt, dass ich Vokabular und andere Vorbereitungen machen muss. Die Strategie hilft mir, mich **beim Treffen wohlfühlen zu können**. Von den Versilberten **habe ich gelernt,** wie nett und lustig alle sind. Ich hatten die Vorurteile,  dass älter e Menschen aus Deutschland sehr erst und förmlich sind . Meine Vorurteile wurden durch die  Versilberten **nicht bestätigt**.

3. In Zukunft muss ich meine Aussprache **verbessern**. Wenn ich nervös bin, es ist schwer bestimmt Worter auszusprechen. Ich muss die Zeit nehmen, um mir Wörter richtig **zu merken**. Ich denke,  dass **ich bei jedem Treffen mein Bestes gegeben habe**. Ich wusste mehr Antworten auf die Jeopardy-Fragen, **deshalb dachte ich**, dass ich es werde. **Wann ich wusste was die Treffen war, deshalb mich besser im konversiert machen. Bei allen Treffen** Treffen war mein **Hörverständnis**

# Timeline & Phases: Whole Group + Tandem

(O'Dowd & Ware, 2009)

# Tasks: Whole Group + Tandem

Research community partner.

Prepare and revise relevant vocabulary for discussion; design/moderate games.

Participate in 4 **whole-group** meetings (65 min. each) **+ tandem meetings.**

Write and revise reflections and responses to classmates.

**Collaboratively create StoryMap on social justice issues.**

# INTERMEDIATE 2 (FALL 2023) - StoryMaps

In the Intermediate 2 Final Project, students worked with an older adult on discussing the contents for a StoryMap, in which they address the following question(s) and trying to come up with possible initatives or solutions:
1. What are the most pressing issues for the community the older adults live in? (Accessibility? Technology? Age poverty?)
2. What are the most pressing issues for the community the students live in? (Diversity? Student housing? Student loans? DREAMERS program?)

StoryMap 1: "Technologie über Generationen hinweg" (*Technology across Generations*)
This StoryMap spotlights intergenerational technology use. Further, it discusses social media use in young adults and how the world is ever evolving to "smart" technology. It also highlights the importance of safe technology, technology use in the older generation, and accessibility in technology.
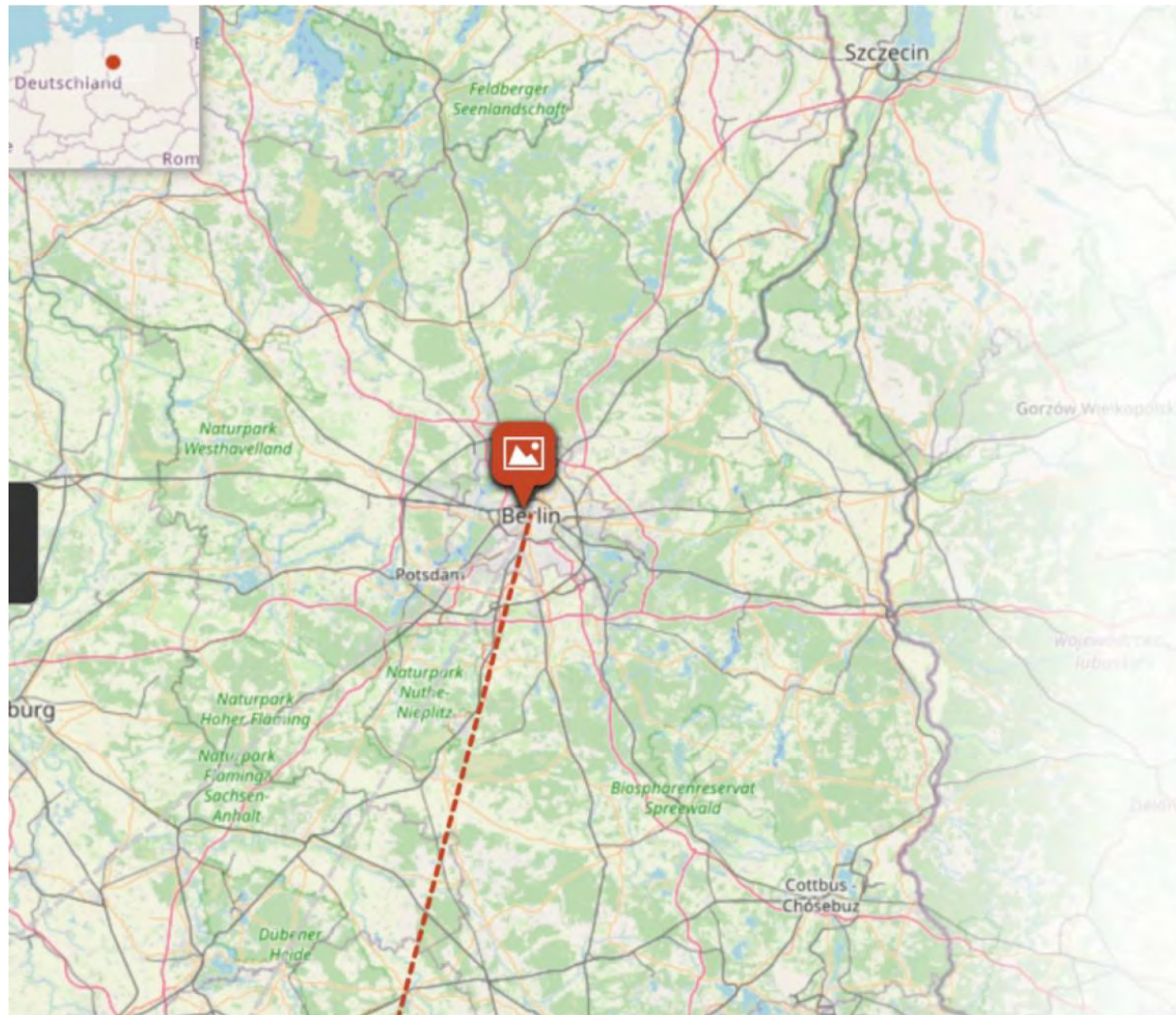
StoryMap 2: "Probleme in Boston und Deutschland" (*Problems in Boston and Germany*)
This StoryMap analyzes the difference of gentrification in Boston and in Berlin. Further, it compares affordable housing in Hamburg versus Boston. Additionally, the StoryMap exemplifies the differences in German and American public transportation.

StoryMap 3: "Wie Deutschland das Leben älterer Menschen verbessert" (*How Germany is improving the lives of older adults*)
This StoryMap showcases how younger generations can improve the lives of the older adults' generation. Examples include organizations, older adult support groups, intergenerational and intercultural exchanges with universities as well as tips and tricks for the older adults' generation.

[https://sites.google.com/northeastern.edu/germanatnortheastern/home/service-learning-virtual-exchange/digital-artifact-fa23-grmn2102]

Digital Engel

# DIGITALER ENGEL

Digitalen Engel tourt durch Deutschland und macht Veranstaltungen zum Unterrichten ältere Menschen über neues Technologie.

Klicken Sie hier, um zuzuhören.

"We spoke a lot about **difficulties with technology for older adults**.
I am very close with my Grandma and can see her having difficulties
with technology so I understood in some ways what he was talking about."
[Zora, Intermediate 2 Final Reflection, 15 Nov. 23]

"My older adult partner brought up **various issues related to adapting
to technological advancements [...].**" [Sid, Intermediate 2 Final Reflection, 13 Dec. 23]

"The older adult brought up [...] how **difficult is for him to keep up with
the current technology.**" [Marco, Intermediate 2 Final Reflection, 7 Dec. 23]

"She also brought up issues relating to the **struggles elders**, such as herself,
face when **interacting with modern technology.**"
[Lanette, Intermediate 2 Final Reflection, 17 Nov. 23]
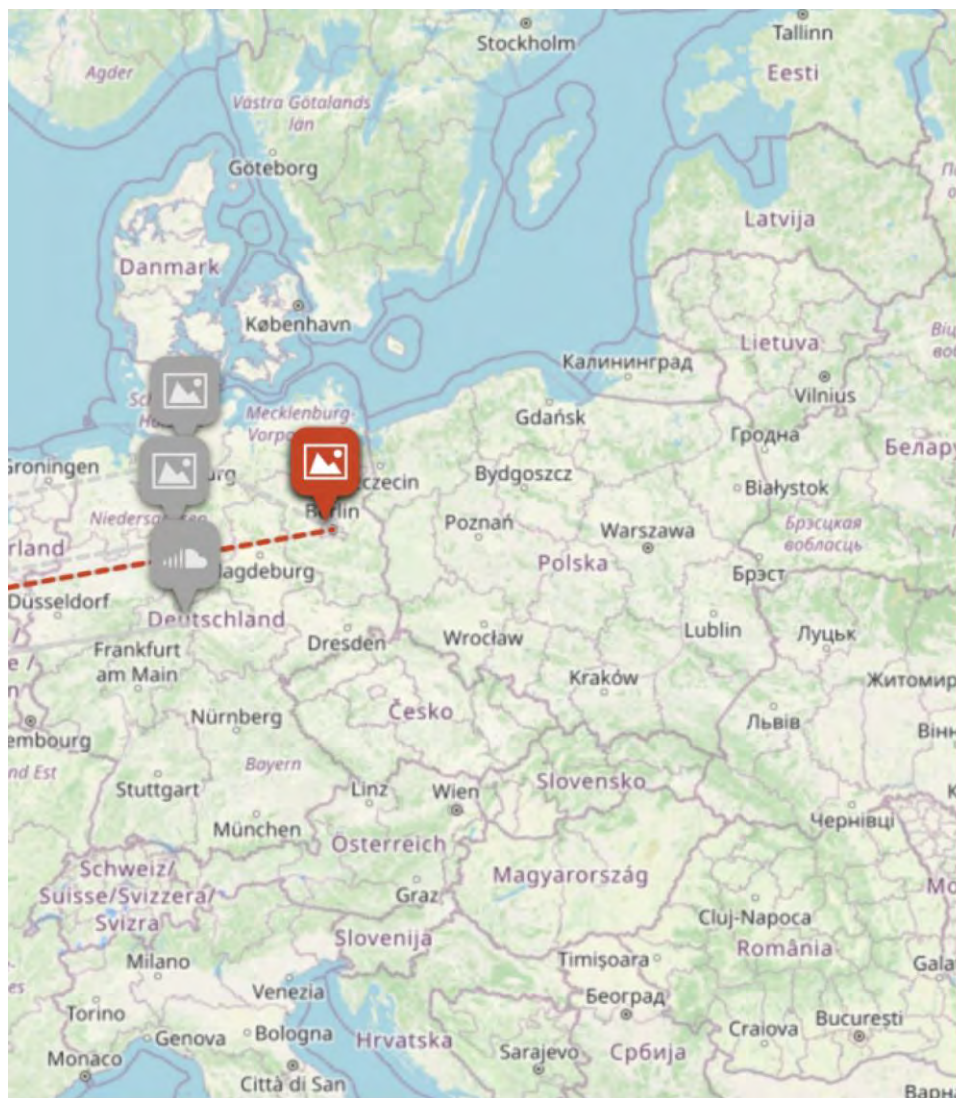
Arbalete, Map of the Berlin U-Bahn, 19 April 2023, Netzplan.svg.

U-Bahn Karte Berlin

# DIE ÖFFENTLICHEN VERKEHRSMITTEL IN DEUTSCHLAND

Die öffentlichen Verkehrsmittel in großen deutschen Städten sind oft sehr gut, aber es könnte barrierefreier sein. Für die Menschen, die mit dem Rollstuhl oder der Gehhilfe laufen, wäre es ein bisschen schwer, öffentlichen Verkehrsmittel zu benutzen. Für ältere Menschen, die kein Auto oder keinen Führerschein haben, kann es auch schwer sein, Familie zu sehen oder die Besorgungen machen.

"When M. brought up the **accessibility of public transportation** for people who use walkers or wheelchairs, I definitely reflected as I had never really thought about those things while riding the T [MBTA in Boston] as I don't have any mobility issues. It definitely made me more aware of these issues."
[Margaret, Intermediate 2 Final Reflection, 7 Dec. 23]

"My older adult partner brought up **various issues related to [...] navigating healthcare systems**, and managing leisure activities during retirement."
[Sid, Intermediate 2 Final Reflection, 13 Dec. 23]

"Additionally, he has **difficulty obtaining necessary medications** due to numerous reasons; mainly too expensive or not being available at the local pharmacy. I realized how easy my life is compared to his and became much more grateful for the opportunities I have been given throughout my life."
[Marco, Intermediate 2 Final Reflection, 7 Dec. 23]

"I was able to bring up **in house medical care**, and how that was **difficult to access** in the United States. M. said that was also hard to access in Germany."
[Cher, Intermediate 2 Final Reflection, 16 Nov. 23]


"The older adult brought up the **issues of age poverty** […]."
[Marco, Intermediate 2 Final Reflection, 7 Dec. 23]


"M. brought up the **cost of living in big cities in Germany**, including in Hanover where she is from. I definitely sympathized with this one, as living in Boston is very expensive for college kids who, like retired adults, typically don't have an income to pay for expensive groceries and rent."
[Margaret, Intermediate 2 Final Reflection, 7 Dec. 23]
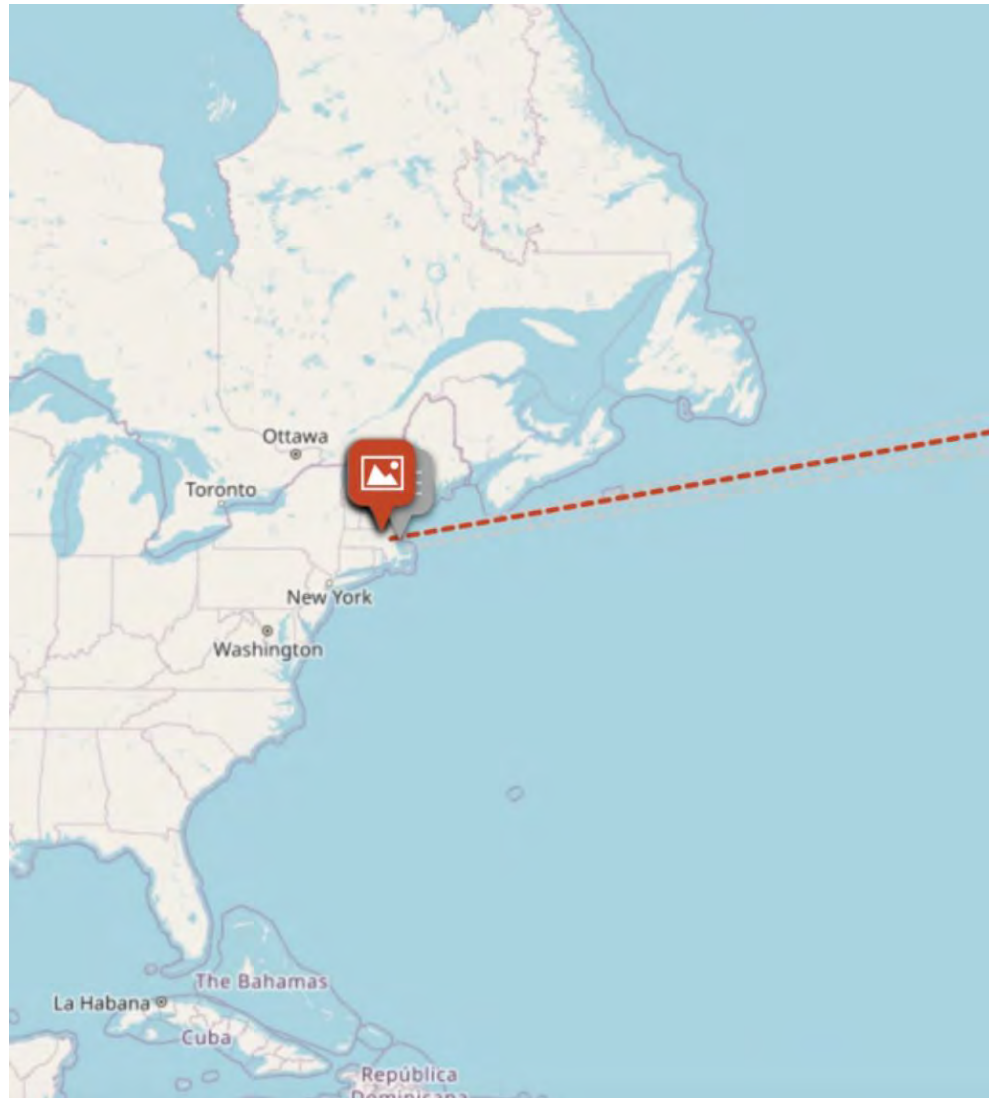
Boston Globe File Photo, Aerial view of the Mary Ellen McCormack housing development, May 4 2017, South Boston.

Sozialwohnungen im Süden Bostons

# DIE GENTRIFRIZIERUNG IN BOSTON

Wegen der Gentrifizierung sind Wohnungspreise in viele Städten angestiegen. Im Süden Bostons ist Gentrifizierung ein großes Problem. Im den 30gern machte die Stadt Boston Sozialwohnung für die irischen Einwanderer. Die Sozialwohnung waren im Süden Bostons bis 2010 und dann viele Menschen dann zogen in diese Gegend. Die Wohnungen und Häuser waren sehr billig. Im Süden Bostons zu leben, ist sehr teuer und viele einkommensschwach en Familie n mussten in andere Gegenden ziehen. Eine Lösung ist die Stadt kann "Gemeinde Land Trust" machen. Das kann land kaufen, und unterstützen die Hause erschwinglich.
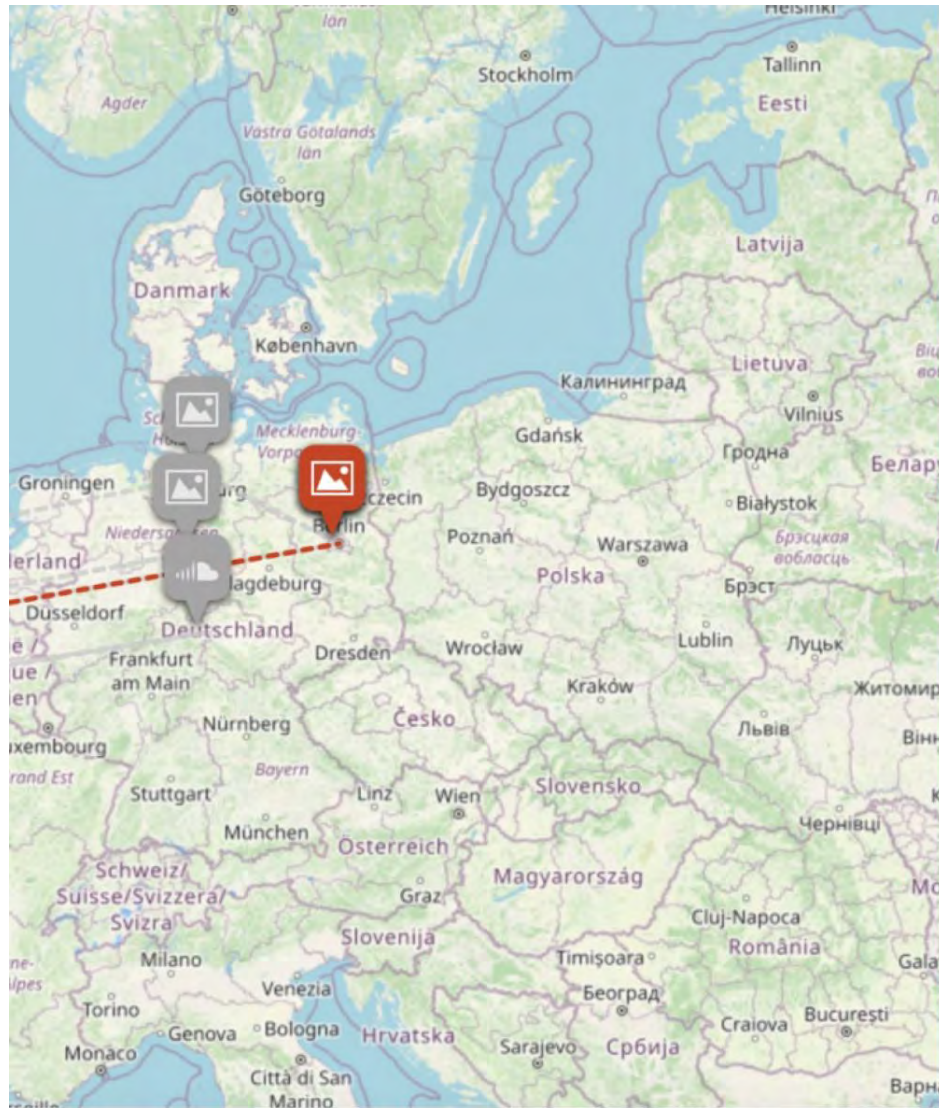
Hochmuth, Hanno, Kreuzberg buildings overshadowed by the Wall, 1986, DPA Picture Alliance.

Kreuzberg während die Kalt Kreig

# DIE GENTRIFRIZIERUNG IN BERLIN

In Deutschland ist Gentrifizierung auch ein Thema. Berlin Kreuzberg ist ein gutes Beispiel für Gentrifizierung. Nach dem Zweiten Weltkrieg wurde Kreuzberg vernichtet. Kreuzberg war der amerikanische Bereich und hat viele einkommensschwache Familien. Nach dem Mauerfall bewegen viele Künstler nach Kreuzberg. Jetzt ist Kreuzberg sehr populär. Wohnungen sind sehr teuer und und das in kleiner Anzahl. Das gibt es nicht nur in Kreuzberg, sondern auch an vielen Orten in Deutschland. Eine Lösung ist zu unterstützen Mietkontrolle.

"A. talked a lot about **loneliness** because her friends had passed and younger people didn't want to interact with her. I didn't necessarily relate to what she was saying but I thought about my grandmas who always do similar things."
[Damla, Intermediate 2 Final Reflection, 20 Nov. 23]

"A. spoke quite a bit about **loneliness** within Germany's older generation. She explained how much of this loneliness is linked to the nurse shortage, because for some elders, nurses are who they interact with on a daily basis."
[Lanette, Intermediate 2 Final Reflection, 17 Nov. 23]

"One issue she brought up was there being a **lack of communities** for the elderly. In Germany she said that there were not many communities for the elderly that were accessible to those of all economic backgrounds. She then asked us about our experience with these communities."
[Cher, Intermediate 2 Final Reflection, 16 Nov. 23]

# Outline

Introduction

Key Concepts: Telecollaboration, Virtual Exchange, Civic Engagement, Community Outreach

Instructional Planning, Task Design, Outcomes — Project Examples

Conclusion and Implications

Q&A

# Conclusion



Intergenerational virtual exchanges perceived as valued intercultural and linguistic engagement (e.g., Baker, 2019; Johnson, 2016)

Reconsidered pre-existing notions (older adults' activity level, attitudes) (Fair & Delaplane, 2015)

Inspired by older adults' outreach in own community (Porto, 2021)

Increased confidence in L2 (recurring participants) (e.g., Mueller, 2005; Pellettieri, 2011)

Role of S-L in overall curriculum, course work, grading process

# Implications: Stakeholders

Sustained/scalable outreach to communities

Systematic integration and support systems needed

Collaborative opportunities: Faculty, Outreach Office, S-LTAs, RAs

Expand civic focus in collaborative phase (goal of sustained civic action)

Evolving roles of older adults (Youtube Channel, heritage speakers)

Include all language levels (elementary for technology assistance; adults can practice English)

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# Q&A

Thank you!

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# Food for Thought...

Possibility of different interactional formats in different contexts (e.g., K-12) and different proficiency levels (e.g., elementary)

Ideas for community-based scholarship possibilities, students-as-partners

Inclusive technology if landlines are not an option

Getting to know the immigrant target-language speaker down the street versus traveling abroad to study the language (Macedo, 2019)