Sustainability in an online intercultural exchange

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Sustainability/Sustainable Definitions

The ability to be maintained at a certain rate or level:

> *"the sustainability of <u>economic</u> growth"*
>
> *"schemes to ensure the <u>long-term sustainability</u> of the project"*

<div align="right">(Oxford online dictionary)</div>

Social Sustainability

"The concept of "social sustainability" in this approach encompasses such topics as: social equity, <u>livability,</u> health equity, community development, social capital, social support"   (Wikipedia)

Synonyms: Continuity/Continuous, Viability/Viable, Livability/Livable

Sustainability/Sustainable and Telecollaboration/Online Intercultural Exchange

Sustainable telecollaboration should be integrated at course and institution levels. Key factors to integration:

➔ building-up reliable and steady partnerships (O'Dowd, 2013; Guth, Helm, O'Dowd (2014)

➔ raising awareness and prestige of the telecollaborative exchange in the local institution and beyond (O'Dowd, 2013; Guth, Helm, O'Dowd 2014)

➔ using and blending telecollaboration creatively to adapt to local institutions' needs (O'Dowd, 2013)

➔ achieving credit or recognition for the students' telecollaborative work (O'Dowd, 2013; Guth, Helm, O'Dowd 2014)

➔ linking telecollaboration to broader international activity (O'Dowd, 2013)

Sustainability/Sustainable and Telecollaboration/Online Intercultural Exchange

Sadler and Dooly's (2016) evaluation of a sustainable (12 years) telecollaboration project:
➔ important role of tutor and peer feedback,
➔ proactive and active role of the tutors in planning and supervising telecollaboration,
➔ role of continuous evaluation,
➔ integration of telecollaboration activities with course programmes,
➔ aligning telecollaboration partners' course programmes.

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Connected Learning and Virtual Intercultural Exchange Research

➔ 3 exchanges currently ongoing

Online/offline intercultural exchanges

2011 -   #WARCLER over 4000 participants up to 2018

2012 - **#KRACLER ca. 200 participants up to 2018**

2013 - #OUCLER

➔ 5 exchanges currently inactive

Online intercultural exchanges

2013-14 #SANCLER, #LINCLER

2013-15 #KANCLER

2014-15 #DAKCLER

2013-16 #MOLCLER

Sustainability: affinities and resilience

➔ Professional:
Professional **Curiosity**,
Online Presence/Competences
Offline/Online exchange Erasmus TS

➔ Academic:
Curiosity, Research and Publications
2013, 2014, 2017

➔ Personal:
Curiosity, Resilience, Trust, Reliability, Friendship,
Ability to deal with intercultural tensions
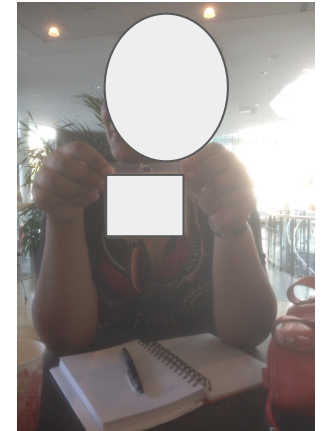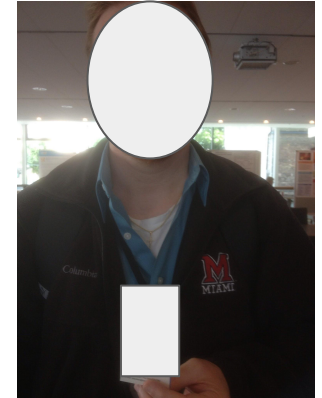
Effective teaching ⟶ Sustainable Telecollaboration
(Christenbury, 2011)

List of traits:

➔ variable

➔ contextual

➔ premised on students' intellectual curiosity

➔ autonomous

➔ fearless

Sustainable telecollaboration is **Variable**

"Effective teachers use a variety of strategies and a range of methods, and they change and refine these over time. They do not teach the same way and use the same instructional repertoire year after year." (Christenbury, 2011)

➔   Profiles of students/teachers/individuals and groups

➔   Competences/Availability/Attitudes of Teaching staff

➔   Tasks and activities

➔   Spaces and technology.

Sustainable telecollaboration is **Variable**

➔   profiles of students and teachers

Online exchange activities - groups and individuals
➔   Teachers
➔   Post-graduate/undergraduate students
➔   Clermont: Science, Sport Science, Preservice teachers
➔   Kraków: English specialists, Preservice teachers

Offline exchange activities - groups and individuals
➔   Teachers
➔   Kraków: Preservice teachers, Teachers
➔   Clermont: Sport Science, Science, Humanities.

Sustainable telecollaboration is **Variable**

➔ competences/availability/attitudes teachers

Online exchanges

➔ 5 Clermont teachers

Offline exchanges may act as bridges to online exchanges

➔ 8 Clermont teachers

Sustainable telecollaboration is **Variable**

➔ tasks and activities

➔ Information exchange activities x2

➔ Video Creation

➔ Tutoring via video conferencing x2

➔ Blogging

➔ Creation of collaborative document on learning

➔ Collaborative social campaigns x2

➔ Teaching teachers via hangouts x2

➔ Student Research projects - video creation/blogging

➔ Participation in online G+ community with participants from FR/UK/US/PL/FI/IT #CLAVEDU

➔ Teaching and observation of classes/offline and online exchange 2015, 2016, 2017

Sustainable telecollaboration is **Variable**

➔ technology

Sustainable telecollaboration is **Variable**

➔ technology and spaces

Sustainable telecollaboration is **Variable**

➔ technology and spaces

Sustainable telecollaboration is **Contextual**

"It responds to individual students, school and classroom communities, and societal needs. Effective teachers alter, adjust, and change their instruction depending on who is in the classroom and the extent to which those students are achieving."
(Christenbury, 2011)

Selection of student groups/teachers

Surveys to match partners

Reflective Portfolio Assessment

Self selection participants/ correspondents

Self selection technology/applications

Spontaneity: Pop-up exchanges

Sustainable telecollaboration is based on students' intellectual curiosity

"Effective teachers begin with the belief that students are smart and can be enticed to learn." (Christenbury, 2011)

→ Intercultural competences

→ Linguistic competences

→ Digital competences

→ Research projects.

Sustainable telecollaboration is based on students' **intellectual curiosity**

➔ Intercultural curiosity/linguistic competences/digital competences

Sustainable telecollaboration is based on students' intellectual curiosity

➔ Intercultural curiosity/linguistic competences/digital literacies

Sustainable telecollaboration is **autonomous**

"Reflective and accomplished teachers do not need to be controlled, managed, or strictly monitored. Such teachers are close to their students in intellectual as well as psychological ways, and they must be empowered to use their judgment to make classroom decisions." (Christenbury, 2011)

➔ Reflective practice of project leaders

➔ Learner autonomy as pedagogical objective (assessment by reflective portfolio in Clermont-Ferrand)

➔ Institutional support for experimental practice/internationalisation

➔ Institutional freedom for technology use.

Sustainable telecollaboration is **fearless**

"Because the goal is learning, effective teachers must adjust curriculum, methods, and pacing to meet the needs of the students. Effective teachers put a priority on student needs rather than on the strictly interpreted demands of the school district curriculum guide or the year-end test." (Christenbury, 2011)

➔ Action Research

➔ Pedagogical experimentation - the example of #clavedu

➔ Seeking financial and institutional support

➔ Pedagogical programs adaptability

➔ Pedagogical Reactivity: Pop-up exchanges.

Sustainability/Sustainable and Telecollaboration/Online Intercultural Exchange

If you take away Marcin Kleban and Simon Ensor do you have any sustainability of telecollaboration in these institutions?

Probably not…

➔ Requires that teachers have competence/contacts/high motivation

Cf: Ensor, Kleban, Rodrigues (2017). Telecollaboration: foreign language teachers (re)defining their role.

➔ Needs institutionally defined role/finance for a telecollaboration leaders
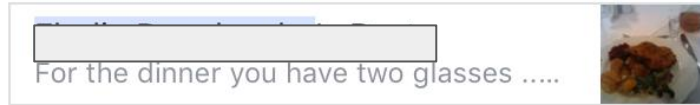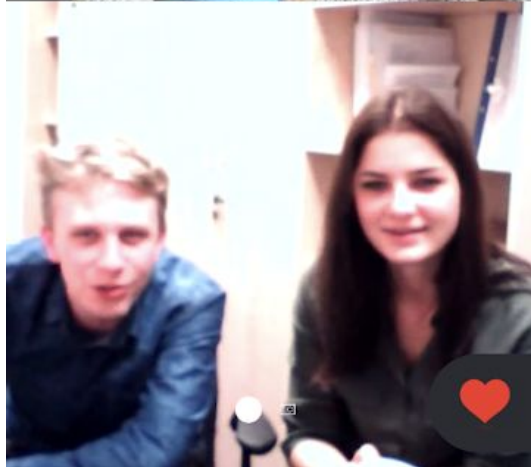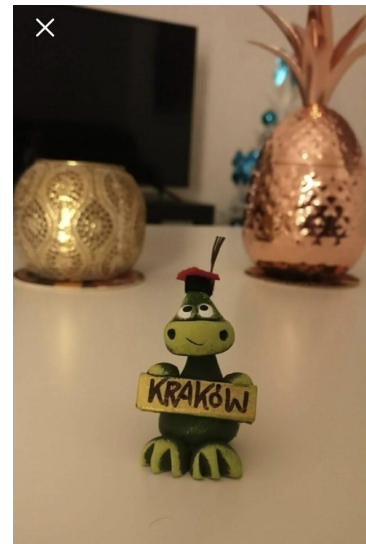
Sustainability of telecollaboration: impact

After 2 years

May 27, 2017 ·

When are we gonna eat our dinner with a shot of Vodkaaa agaain?!...

For the dinner you have two glasses .....

3   2 Comments

After 3 days

"I told them goodbye. It really hurt my heart because I thought that although they stayed for a while, I became attached to his people and so I was sad. I made a hug to everyone, characterizing a real attachment and pushing me to stay but I told myself at that time that if I stayed even more, I was going to attach more and therefore suffer more . *Here it was, my story for this memorable adventure that I will remember all my life.*"

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CLAVIER #KRACLER Resources

➔ CLAVIER History
➔ KRACLER Photos
➔ KRACLER Videos

https://bit.ly/2Hrclfo