

Turning Tables: Redesigning Virtual Exchange through the Learners' Experience

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Abstract

In our increasingly interconnected world, we need to effectively build relationships and communicate with people from diverse cultures and linguistic backgrounds. The Covid-19 pandemic emphasized the use of digital tools and worldwide collaboration. Tandem Learning (Brammerts, 1996) connects learners from different backgrounds to assist each other in

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learning their languages and cultures (Telles & Vassallo, 2006). These practices have branched out from face-to-face environments to virtual exchange (VE) projects (O'Dowd, 2018). In this context, this chapter explores language learners' experiences with VE to advance programs' design and continuous development. In 2022, students from a South American institution participated in a tandem-based VE with students from North American universities. Students communicated synchronously in English and Portuguese for an extended period of time and worked in dyads to achieve the language goals they had set for themselves and complete the VE program. Following a mixed-methods approach, this study analyzes 26 learners' perspectives in a post-participation questionnaire and how these may help redesign the practice. The participants' evaluations provide valuable insights for redesigning VE projects, helping practitioners identify successful aspects to be replicated and areas needing improvement. These findings can assist other educators in promoting VEs to enhance language learning and cultural understanding.

Introduction

We live in an increasingly interconnected world in which technology plays a significant role as part of our daily lives (Cruz & Orange, 2016; Lomicka & Lorde, 2019; Moorhouse et al., 2023). To strive in this scenario, learners should be prepared to successfully establish relationships and communicate with people from diverse cultures and linguistic backgrounds (ACTFL, 2011, 2024; Brasil, 2018; Cox & Montgomery, 2019). The ramifications of such a scenario have been exacerbated during and after the global Covid-19 pandemic. People have not only become more in tune

with the use of digital tools but have also been faced with the need to learn how to use them (Barbosa & Ferreira-Lopes, 2023; Lee et al., 2022; Moorhouse et al., 2023), regularly having to resort to technology for personal, business and academic purposes (Obi-oha et al., 2021). The pandemic heightened the critical need for worldwide collaboration, information sharing, and distribution of resources toward common goals.

One powerful tool that promotes collaboration among people from diverse backgrounds is Virtual Exchange (VE) (Dooly & Vinagre, 2020; O'Dowd, 2018, 2021). VEs have now been defined by several scholars as a result of the growing interest in their implementation (Aranha & Leone, 2017; Dooly & Vinagre, 2021; Gutierrez & O'Dowd, 2021; Leone, 2019; Oskoz & Vinagre, 2020; Vinagre & González-Lloret, 2018). The varied definitions converge into an understanding that VEs are pedagogical initiatives, commonly promoted within educational institutions and with the support of educators to connect geographically distanced learners from differing cultural backgrounds; participants work towards a common goal using a combination of synchronous and asynchronous tasks (Dooly & Vinagre, 2020; Helm 2018; Lewis & O'Dowd, 2016; O'Dowd, 2018, 2021; Sadler & Dooly, 2016). Additionally, VEs have been referred to as learner-centered practices (Dooly, 2022; Dooly & Vinagre, 2021), as they require "active participation, negotiation, problem resolution, and search for agreement" (Vinagre & González-Lloret, 2018: 4, our translation). Teachers, then, work as facilitators, guiding and supporting learners as they take charge of their learning processes in negotiation and collaboration with their peers (Cavalari & Aranha, 2019; Telles & Vassallo, 2006).

Given the increasing significance of VEs, especially in the post-Covid global landscape, and the pivotal role of learners in such

practices, it is crucial to explore how participants' experiences can contribute to the advancement of these projects' design and continuous implementation. By actively seeking feedback from learners and encouraging them to reflect on their engagement, participation, and outcomes, practitioners can provide an invaluable opportunity for self-assessment and improvement. Additionally, learners' evaluations and feedback play a vital role in aligning expectations and enhancing future VEs implementations (Klen-Alves Moore, 2022).

In line with this objective, this chapter presents a mixed-methods analysis of learners' responses to a post-participation questionnaire in a VE context. The analysis focuses on data collected at the conclusion of two terms in 2022. Following this introduction, we contextualize the field of VE and explore the design principles of teletandem (Telles & Vassallo, 2006), along with its epistemological foundations and its evolution to foster language, cultural, and autonomous learning. We then delve into the pedagogical framework of teletandem, providing insights into potential redesigns based on feedback from the research participants.

Theoretical Framework

Despite the growing interest in VE, especially after the pandemic, VE had been a reality since long before Covid-19 (Stevens Initiative, 2022). The first accounts of projects that promoted online collaboration among distanced peers date to the early 1990s with the name telecollaboration (Warschauer, 1996). While such enterprises have been addressed differently, there is consensus that VE is now the preferred nomenclature (Dooly & Vinagre, 2021; O'Dowd, 2018, 2021).

The interest in VE has led to a coalition of organizations that aim to promote not only these projects but also knowledge in

the field. The Stevens Initiative 2022 Report mentions several organizations, such as SUNY COIL⁵ Global Network, UNICollabroation, and Red Latinoamericana COIL, among others. The teletandem network in Brazil (see teletandembrasil.org) has also significantly contributed to research on VE practices targeted at language and cultural learning (Rampazzo & Cunha, 2021).

Teletandem (Telles & Vassallo 2006) is one of the many designs VEs may undertake. It has been addressed as a VE approach to language learning (Aranha & Wigham, 2020; Barbosa & Ferreira-Lopes, 2023; Cavalari, 2018; O'Dowd, 2018) that fosters intercultural contact and autonomous learning. Inspired by tandem learning (see Tardieu & Horgues, 2019), the approach adheres to the core principles of language separation, autonomy, and reciprocity (Brammerts, 1996; Klen-Alves Moore & Rampazzo, 2023; Leone et al., 2023; Salomão et al., 2009; Vassallo & Telles, 2006). This practice operates within the framework of sociocultural theory (Telles & Vassallo, 2006), which perceives learning as a social and collaborative process unfolding through interaction within cultural contexts. It fosters language acquisition through extended VE among learners from diverse linguistic and cultural backgrounds, aligning with sociocultural theory by providing a platform for learners to engage in meaningful interactions and co-construct knowledge with their tandem partners. Through these ongoing virtual interactions, more than 8,000 learners (Brasil, 2021) have negotiated meaning as they worked together to complete tasks and develop their language skills in authentic and rich cultural contexts (Aranha & Rampazzo, 2022). In addition to prioritizing social interaction and collaboration, teletandem actively facilitates intercultural contact. Through the program,

⁵ COIL stands for Collaborative Online International Learning. It has originated in the SUNY system and refers to a VE initiative.

learners engage with partners from diverse cultural backgrounds, gaining insights into other cultures, and the chance to navigate cultural differences (Telles et al., 2015). This VE approach can be manifested in various organizational forms, such as integration into language classes or institutional affiliations. The integrated practice (Cavalari & Aranha, 2016) promotes supported autonomous learning, which resonates with sociocultural theory and the zone of proximal development concept (Vygotsky, 1978). Within this framework, teletandem educators adopt a mediator role, gradually transferring responsibility to learners. Initially, educators provide substantial guidance and support, assisting students in setting language learning goals. Over time, learners gain confidence and independence in various tasks, empowered by the gradual transition towards greater autonomy. Throughout this process, learners continue to support each other, ensuring their mutual success (Klen-Alves Moore, 2022).

When analyzing the structure of the teletandem practice, scholars have characterized its design in terms of pedagogical and learning scenarios (Aranha & Leone, 2017). In the context of telecollaboration, the concept of a pedagogical scenario elucidates how the teletandem practice is crafted by different educators, while the learning scenario delineates how each design is implemented during the actual teletandem practice. Drawing from Aranha and Leone (2017), we argue that the design of the teletandem practice encompasses several key considerations:

- The overarching learning objectives of teletandem and the specific goals of each partnership;
- The modality of the practice, whether it is integrated into the language classroom or conducted independently;

- The interaction environment, including the tools and resources utilized to facilitate language and cultural learning, as well as to foster reflection and autonomy;
- The institutions and individuals involved in the practice, along with their respective roles and responsibilities;
- The tasks assigned to or suggested for learners to undertake during their interactions;
- The duration of each partnership and the frequency of interactions between participants.

An effective teletandem practice requires careful consideration of these factors to optimize language learning outcomes and promote meaningful intercultural exchange. To achieve this goal, the scenarios typically encompass a range of macro and micro tasks (Aranha & Leone, 2017) and a combination of synchronous and asynchronous activities for a sustained period of time. These tasks are strategically devised to support learners in achieving the project's language acquisition objectives, as well as the promotion of autonomy, reciprocity, intercultural understanding, and reflection. For example, to improve their language learning, participants engage in synchronous weekly oral sessions (Aranha & Leone, 2017) and are expected to divide the time of the interactions equally to sustain a balanced use of the languages in a partnership. Another task commonly used is the exchange of texts written in the target language. Throughout these exchanges, learners both give and receive feedback from their proficient partners, allowing them to refine their writing skills (Aranha & Cavalari, 2014).

In line with the theoretical framework of sociocultural theory, teletandem activities also include attending orientation/tutoring sessions, which prepare participants for language learning and

intercultural communication while stimulating reflective abilities by prompting them to create and monitor their own language learning goals (Aranha & Cavalari, 2014). Other tasks, including learning diaries, questionnaires, and ongoing feedback (Aranha & Leone, 2017), contribute to the maintenance of autonomy and reflective practices. Moreover, mediation sessions serve as group reflection moments, guided by a mediator, where participants contemplate various aspects of language and intercultural learning (Telles, 2015). Additionally, participants often maintain learning diaries after each teletandem oral session, reflecting on their experiences and receiving feedback from educators to refine their thinking (Cavalari & Aranha, 2019, Klen-Alves Moore, 2022). Furthermore, questionnaires completed at the beginning and end of each term enable participants to express their expectations and evaluate their experiences, contributing to ongoing reflection and improvement (Aranha & Cavalari, 2014).

Overall, these tasks, as they integrate the teletandem design into pedagogical scenarios, are in line with sociocultural theory and fundamental concepts of VE, telecollaboration, and tandem learning, as they are designed to promote learners' social interaction, collaboration, autonomy, and reflection. The integration of language and intercultural learning within the teletandem practice promotes pedagogically-sound tasks that privilege active participation from learners all throughout their involvement with the project.

Methods

This study turns tables by centering students' feedback and its analysis to propose changes to the VE design. We employed a mixed-method approach to explore learners' accounts of their experiences. Through a combination of qualitative and quantitative

data, we sought to provide a comprehensive assessment of participants' perspectives and evaluate the alignment between their expectations and the program's outcomes.

Research Context

Teletandem has been promoted at the campus where data has been collected since 2021. The institution is located in an inland city in the state of São Paulo, Brazil, and offers courses in secondary, technician, and higher education levels. Being a public institution, learners do not pay any tuition fee and, generally, have limited opportunities for intercultural contact or even to practice a foreign language. VE has been promoted as an extracurricular activity aimed at undergraduate and graduate students from within and outside the university. The project has followed the design described in the teletandem literature. Partnerships have been established between one language professor at the Brazilian institution and three Portuguese instructors from three universities in the United States. During their participation in 2022, learners formed pairs and exchanged their languages (Portuguese and English) and cultures over an average period of eight weeks. Before each oral session, participants were strongly encouraged to review suggestions and recommendations from previous encounters and prepare for the upcoming session.

Data Collection Procedures

Data for this study was collected through participants' responses to a structured questionnaire administered towards the end of their participation in the program. The questionnaire was sent to all participants in the program in 2022. Twenty-six voluntary

undergraduate students who had fully completed the program agreed to participate in this study, providing consent to use their data for research purposes. The survey included 13 closed-ended questions and one open-ended question. It was created using a web-based survey application, and the link to it was distributed to participants via email and the learning management system platform. Additionally, participants were requested to complete the questionnaire during a final video conferencing meeting held to assess their overall experience. As participants completed the questionnaire, their responses were automatically recorded in a spreadsheet, which was subsequently anonymized to protect their identities. This instrument was used twice: first between May and June 2022 and then again in November 2022, but no participant responded to the questionnaire twice.

Instrument Development and Description

The questionnaire was carefully designed to elicit quantitative ratings and qualitative insights into participants' engagement, participation, and outcomes (refer to Appendix). Aligned with the objectives of promoting language, culture, and autonomous learning, and the study's goal of incorporating participants' perspectives into the program redesign, the questions explored learners' perceptions of intercultural contact, tasks, guidance received, and supportive learning tools. Essentially, the questionnaire was designed based on teletandem framework, as outlined earlier in our argument. The Likert scale was employed for the 13 closed-ended questions, allowing participants to indicate their level of agreement or disagreement with statements on a scale from 1 (completely disagree) to 5 (completely agree). The optional open-ended question did not impose a word limit, enabling

participants to provide detailed explanations and examples based on their experiences.

Participants

The sampling procedures aimed to include a diverse group of volunteering participants from the program, considering factors such as age, reported language proficiency, and prior experience with VEs. Participants ranged in age from 17 to 40, with 11 students in their 20s, 10 in their 30s, and four in their 40s, representing diverse educational and professional backgrounds. Of the 26 undergraduate students from Brazil, 22 engaged in VE for the first time, while four had previous experience with the program. Assessing their English proficiency based on the Common European Framework of Reference for Languages (CEFR), five students self-identified as basic users, with two at level A1 and three at level A2. The majority assessed themselves at the intermediate level, with eight at B1 and nine at B2. Only three students rated themselves as proficient users at level C1, with none assessing themselves at the highest proficiency level, C2.

Data Analysis

The data analysis process involved a collaborative effort between the two authors, who manually analyzed the quantitative and qualitative data collected through a structured questionnaire. The quantitative data, gathered from the structured questionnaire, was examined using frequencies and percentages. This method provided a quantitative overview of how participants rated various aspects of the program. Simultaneously, we delved into the qualitative observation of the optional open-ended

question to capture the nuanced perspectives in the post-participation questionnaire, offering deeper insights into their experiences and perceptions. Throughout the analysis, we adhered closely to the Teletandem design framework (Aranha & Leone, 2017). This framework served as a guiding structure, aligning our observations with the study's pedagogical goals and learning scenarios. By applying this theoretical framework, we ensured consistency and coherence in the analysis, enabling a comprehensive understanding of how well the program's objectives were met and the effectiveness of the tasks and resources employed.

Ethical Considerations

The study adhered to the ethical guidelines outlined by the Health Ministry (Brasil 2012)⁶, ensuring that informed consent was obtained from all participants prior to data collection. Confidentiality and anonymity of participants' data were rigorously upheld throughout the research process. All gathered data were securely stored and accessible solely to the authors, safeguarding the privacy and integrity of participants.

Results

In this section, we discuss how participants' recommendations can guide future implementations of this VE, enhancing the program's alignment with learners' expectations and experiences.

⁶ The Federal Institute of São Paulo Ethics Committee has approved the collection of data in statement number 5.393.661. (<https://plataformabrasil.saude.gov.br/>).

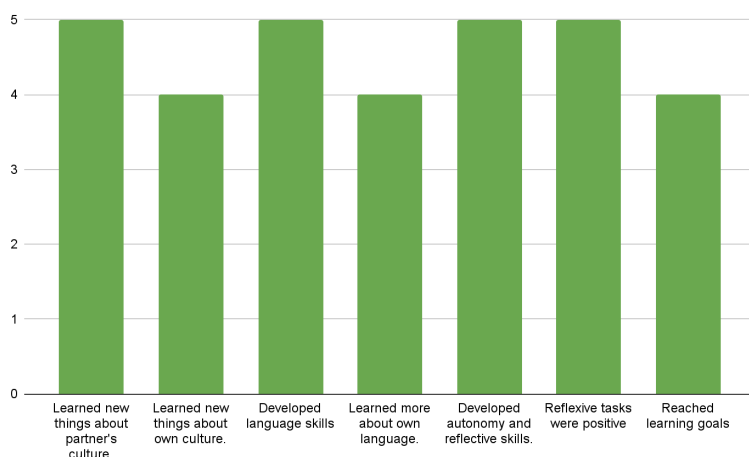


Figure 1: Participants' Perception of Their Experience.

Note: Figure 1 was created by the authors to illustrate students' perceptions regarding cultural, language, and autonomous learning.

Intercultural Knowledge and Cultural Awareness

As shown in Figure 1, when asked to reflect on intercultural knowledge (question 1) and understanding gained through the project (question 2), most participants strongly agreed (avg=4.7) that they learned new things about their partners' cultures and agreed (avg=4.0) that they gained new insights into their own culture. By assessing their cultural learning, students could evaluate how effectively teletandem facilitated intercultural understanding. They could also reflect on their own participation to confirm if they gained a deeper understanding of the other culture and if they became more self-aware of their own.

Foreign and own Language Development

Most participants strongly agreed (avg=4.6) that the VE project helped them develop their English language skills (question 3).

They also agreed (avg=3.5) that it helped them learn more about their own language (Portuguese) (question 4). By assessing the impact of the project on their foreign language proficiency, learners increased their linguistic awareness and assessed their language skills. On the same token, students evaluated the learning of their own language as they supported their international peers. Their responses indicate that the experience provided students with a deeper understanding of their native languages and increased metalinguistic knowledge.

Participants also used the open-ended question (question 14) to share that they felt their foreign language skills improved during the program and felt more confident because of teletandem. For instance, one participant noted that “it felt like the experience really helped me by developing and improving my English skills” (Male, in his twenties, response to question 14, May 11, 2022). Another participant said “it was a unique oportunitate [sic] to express my english skills and pratice [sic]” (Female, in her twenties, response to question 14, December 13, 2022). A third participant shared that “this opportunity was really helpful to make myself able to achieve my personal goals regarding the English language” (Female, in her twenties, response to question 14, December 11, 2022).

Another participant mentioned, “certamente participar deste projeto foi uma excelente oportunidade para adquirir [sic] mais confiança para seguir em frente na trabalhosa tarefa de aprender outro idioma” [participating in this project was definitely an excellent opportunity to gain more confidence in this hard-working task of learning another language]” (Male, in his forties, response to question 14, December 13, 2022). Participants’ evaluation of the experience regarding language learning indicates that the project design is consistent with the goals of fostering language and culture learning.

Autonomy and Reflection Skills

Participants strongly agreed (avg=4.6) that they developed autonomy and reflection skills by participating in the project (question 5) and that the reflective tasks helped increase their skills and autonomy (avg= 4.5) (question 6). By evaluating the role of the tasks and their own roles as learners, students were able to recognize their growth in self-directed learning and critical thinking, contributing to their overall personal and academic development. This result highlights the program's effectiveness in fostering learner autonomy. Moreover, because learners recognize the role of the reflective tasks on their reflection skills, they acknowledge the relevance of reflecting about their tasks.

Reflecting on the mediation sessions, for instance, one participant pointed out that it would be advisable to have such sessions happening immediately after the meeting with their partners ("The only suggestion I have is, if possible, to try to do the mediation sessions after the meetings, maybe that will animate the participants to share their experiences and think about it, since they just left their meetings," female, in her twenties, response to question 14, May 11, 2022). This participant's comment indicates that she felt mediations had not been as productive/effective as they could have been if the timing had been more appropriate. On the other hand, another participant perceived the mediation sessions as essential moments for group collaboration and felt respected by his peers. In his own words,

[...] Recebi bastante apoio da mediadora do grupo de Whatsapp, [name], que sempre se mostrou muito prestativa e eficiente nas orientações. As reuniões [de mediação] com [name] foram incríveis, aprendi bastante e também usei os materiais nas atividades que desenvolvo em meu trabalho [I received a lot of support from the Whatsapp group mediator, [name], who has always been

very helpful and efficient in providing guidance. The [mediation] meetings with [name] were remarkable, I learned a lot and also used the materials in my work activities]" (Male, in his forties, response to question 14, December 13, 2022)

By this apparently conflicting feedback from both learners, we conclude that participants appreciate group reflection and take upon the suggestion to have it soon after the partners' meeting, which may prove helpful in encouraging further participants' engagement.

Goal Achievement

When reflecting on the goals set at the beginning of the project, participants (avg=4.4) agreed that they had reached their learning goals (question 7). This question enables learners to assess the alignment between their expectations and the actual outcomes, providing insights into the project's success through the individuals meeting their learning objectives.

Figure 2 illustrates participants' insights on the VE design when answering if the topics or tasks proposed for the oral sessions were useful and appropriate (question 9), if the synchronous and asynchronous tasks took too much time to be completed (question 10), and if Canvas, the platform selected to mediate their learning, was easy to use (question 11).

The Usefulness of Suggested Topics/Tasks

Participants strongly agreed that the topics and tasks suggested for the oral session were valuable and appropriate (avg=4.6). No participant included additional comments on the tasks, suggesting they were appropriate. This positive result indicates that the

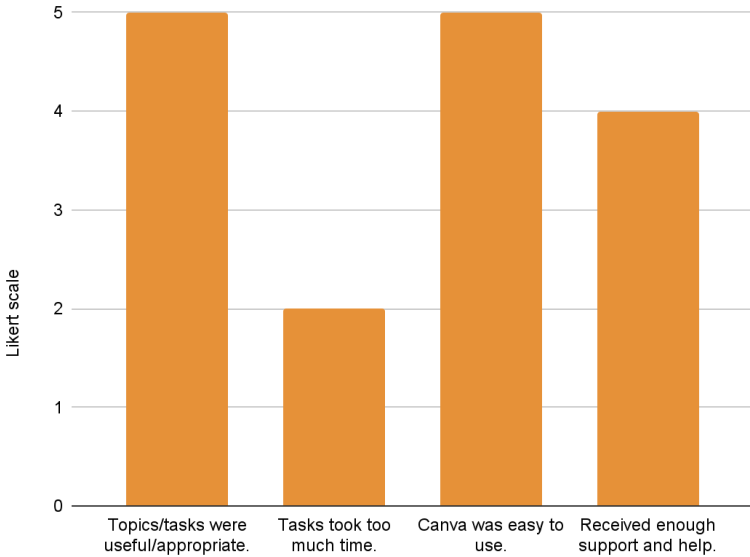


Figure 2: Participants' Evaluation of Project Components.

Note: Figure 2 was created by the authors to illustrate participants' evaluation of the tasks, platforms, and support they received.

instructional materials are aligned with the learners' needs and that there is no need for changes in topics and tasks. Nevertheless, future applications of the questionnaire could include a mandatory open-ended question in which participants could elaborate more on the usefulness of suggested topics and tasks.

Time Commitment for Project Tasks

Participants disagree (avg=2.4) that tasks take too much time. Thus, both synchronous and asynchronous tasks require an appropriate amount of time. This result helps us confirm that the workload of 15–18 hours was reasonable and manageable throughout the 7–9 weeks they were expected to commit to the project.

Had the results been different, adjusting tasks and teaching time management strategies to the students would be necessary.

Usability of the Canvas Platform

Students strongly agree that Canvas was easy to use (avg=4.6). When choosing an online learning environment to host VE, it is essential to evaluate it to confirm its user-friendliness and accessibility. By evaluating the ease of use of the Canvas platform in the closed-ended question, participants gave us insight into the accessibility of the platform used. Since no participant suggested using a different platform nor commented on having difficulties using it, there is no need for additional technical support. Similar to the comment above on their evaluation of the tasks, a mandatory open-ended question for participants to describe their experience with the platform might be useful.

Assessing Support and Assistance

When assessing the level of support and assistance provided, participants generally agreed (average rating of 4.4) that they received sufficient help from the project coordinator and assistants. However, some participants did not strongly agree, citing instances where their individual needs were not addressed promptly, such as when a partner abruptly withdrew from the program. While most participants expressed gratitude for the team's support, one student highlighted the lack of feedback regarding the partner's absence, which indicates the importance of maintaining consistent communication with students and their counterparts abroad to ensure retention and promptly address dropouts. Taking the participants' feedback into account

allows for improvements in future projects by enhancing the provision of guidance and assistance. To address unexpected situations and enhance participants' understanding of the nature of virtual partnerships, we could create a manual with a thorough explanation of recurrent problems, improving the overall learning experience in VE programs.

Evaluating the Duration of the Project

Despite not being explicitly addressed in the closed-ended questions, participants' comments about the project length were observed in their responses to the open-ended question. Several learners expressed a desire for more meetings with their partners, implying that they would have valued an extended project duration. It is important to acknowledge this feedback as a valid input. However, it should be noted that not all participants' suggestions can directly inform project redesign due to practical and institutional constraints. Challenges such as the variations in academic calendars, which limit the project's length, may pose functional obstacles and restrictions that are difficult to overcome. Therefore, while acknowledging the desire for a longer project duration, it is crucial to weigh practical considerations when determining the optimal length of a VE project. These considerations may include logistical feasibility⁷ and the project's specific learning objectives. Balancing these factors ensures that the VE project remains sustainable and effective in achieving its educational goals.

⁷ In this context, logistical feasibility refers to taking into account institutional calendars, number of participants, the necessary resources, and infrastructure available.

Discussion

The findings underscore the importance of participants' evaluations of VE in informing project redesign efforts and enabling practitioners to identify successful elements for replication and areas necessitating reconsideration. Participants' responses acknowledge the program's efficacy in fostering language, intercultural, and reflective autonomous learning (Klen-Alves Moore & Rampazzo, 2023; Leone et al., 2023; Salomão et al. 2009; Vassallo & Telles, 2006), that is, the framework of tasks used (Aranha & Leone, 2017) seems to have contributed to gains in language, intercultural and reflective learning.

Corroborating Klen-Alves Moore's (2022) arguments, learners' answers also pinpoint areas for improvement. Participants' suggestions for scheduling mediation sessions promptly after partner interactions and optimizing session calendars for increased semester engagement may be taken into consideration by educators in promoting future exchanges. Given the significance of VE in our increasingly digital, post-pandemic globalized world, promoting VEs is an essential step to fostering intercultural education and facilitating participants' learning. By incorporating learners' evaluation and perspectives, we can cater to their needs and enhance the experience.

Conclusion

This chapter discussed the pivotal role of investigating learners' responses in shaping the redesign of VE projects. While our analysis stems from a specific project design, we contend that the insights gleaned offer a roadmap for integrating a learner-centered approach across diverse VE initiatives, thus presenting invaluable prospects for improving and enhancing VE implementation.

There are potential limitations of this work, the first is regarding generalizability. The investigation relied on questionnaires as the data collection instrument, which limited students' responses and evaluations. Second, the study considered limited space and data. In the cut made, we may have explored only some potential factors influencing learners' responses extensively. Integrating observational data could have offered further insights from the instructors' standpoint, enriching our discussion of the VE dynamics.

Future research could employ diverse data collection methods, such as gathering data from participants on both sides of the exchange, conducting semi-structured interviews, and analyzing learners' weekly responses to reflective diary prompts. Additionally, incorporating instructor perspectives through the analysis of classroom observations, email exchanges, project design documents, and interviews could offer a more nuanced understanding of VE dynamics and different implementation strategies.

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Appendix

Questionnaire administered to the participants towards the end of two terms in 2022

Demographics

How old are you? () 17–19; () 20–29; () 30–39; () 40–49; () 50–59; () 60–69

What is your gender? () Female; () Male; () Non-binary; () Other; () I would rather not say

How do you assess your ability in English? (Based on <https://www.britishcouncil.org.br/quadro-comum-europeu-de-referencia-para-linguas-cefr>)

() A1; () A2; () B1; () B2; () C1; () C2

You are an undergraduate student at [opens list of options]

You will get a degree on [opens list of options]

In which group did you participate? [opens list of options]

Was this your first time participating in a virtual exchange project/program? () Yes () No

Assessment of the experience

For the next questions, rate your level of agreement with each statement (1= completely disagree; 2= disagree; 3= neither agree nor disagree; 4= agree; 5= completely agree)

1. I feel I learned new things about my partner's culture.

Completely disagree () 1 () 2 () 3 () 4 () 5 Completely agree

2. I feel I learned new things about my own culture.

Completely disagree () 1 () 2 () 3 () 4 () 5 Completely agree

3. I feel the project helped me develop my language skills in English.

Completely disagree () 1 () 2 () 3 () 4 () 5 Completely agree

4. I feel I learned new things about my own language.

Completely disagree () 1 () 2 () 3 () 4 () 5 Completely agree

5. I feel I developed some autonomy and reflection skills.

Completely disagree () 1 () 2 () 3 () 4 () 5 Completely agree

6. I feel the reflection tasks helped me develop some autonomy and reflection skills.

Completely disagree () 1 () 2 () 3 () 4 () 5 Completely agree

7. I feel I reached my learning goals (Check the goals you set at the beginning of the project).

Completely disagree () 1 () 2 () 3 () 4 () 5 Completely agree

8. I feel the suggested topics or tasks for the oral sessions with my partner(s) were useful/appropriate.

Completely disagree () 1 () 2 () 3 () 4 () 5 Completely agree

- 9. I feel the project tasks (synchronous and asynchronous ones) took too much time.**

Completely disagree () 1 () 2 () 3 () 4 () 5 Completely agree

- 10. I feel the Canvas platform was easy to use.**

Completely disagree () 1 () 2 () 3 () 4 () 5 Completely agree

- 11. I would like to keep in touch with my partner(s).**

Completely disagree () 1 () 2 () 3 () 4 () 5 Completely agree

- 12. I feel I received enough support and help from the project coordinator and assistants.**

Completely disagree () 1 () 2 () 3 () 4 () 5 Completely agree

- 13. I would like to participate in the project again in the future.**

Completely disagree () 1 () 2 () 3 () 4 () 5 Completely agree

- 14. Please, use this space to add any reflections, suggestions, complaints.**