VIRTUAL EXCHANGE AS AN EDI-COMPLIANT APPROACH TO LANGUAGE EDUCATION: A GLOBAL SOUTH-NORTH RESEARCH-INFORMED SEMINAR

Post-pandemic Virtual Exchange as a Third Space for English Teacher Education: Reflections on South-North technology-supported encounters and challenges

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AILA

AIALA
Asociación Iberoamericana de Linguística Aplicada

CNPq

FAPES

SETTING THE SCENE

Post-pandemic Virtual Exchange as a Third Space for English Teacher Education

Context

Before pandemic – Internationalization=physical mobility

Post pandemic – VE and IaH to include more people

VE can serve as a powerful approach to IDEA in education in general and in language teacher education in particular by leveraging technology to connect diverse groups and facilitate intercultural communication.

CONTEXTUALIZING /CONCEPTUALIZING

FREIRE

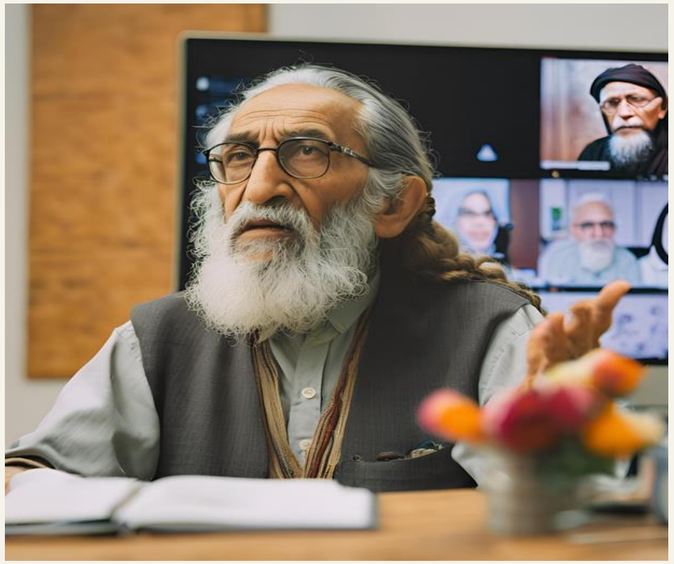
AUTONOMY

ENPOWERMENT

AGENCY

PRAXIS (REFLECTION ON ACTION)

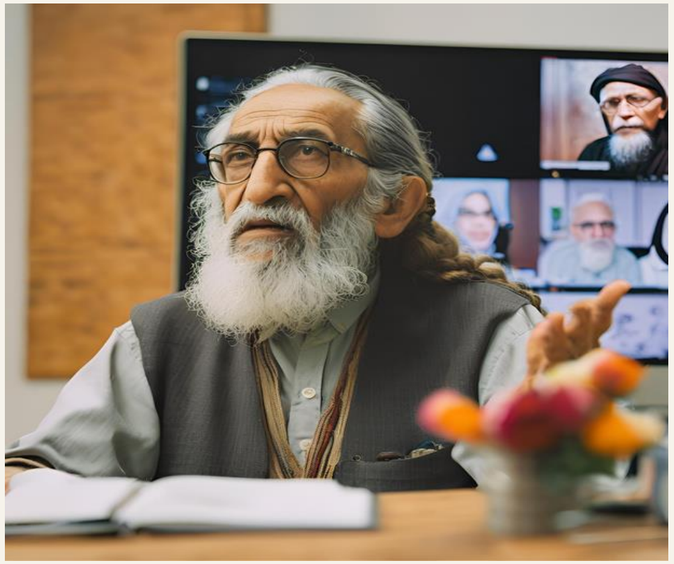
DECOLONIAL PERSPECTIVES - LOCALIZING



VE

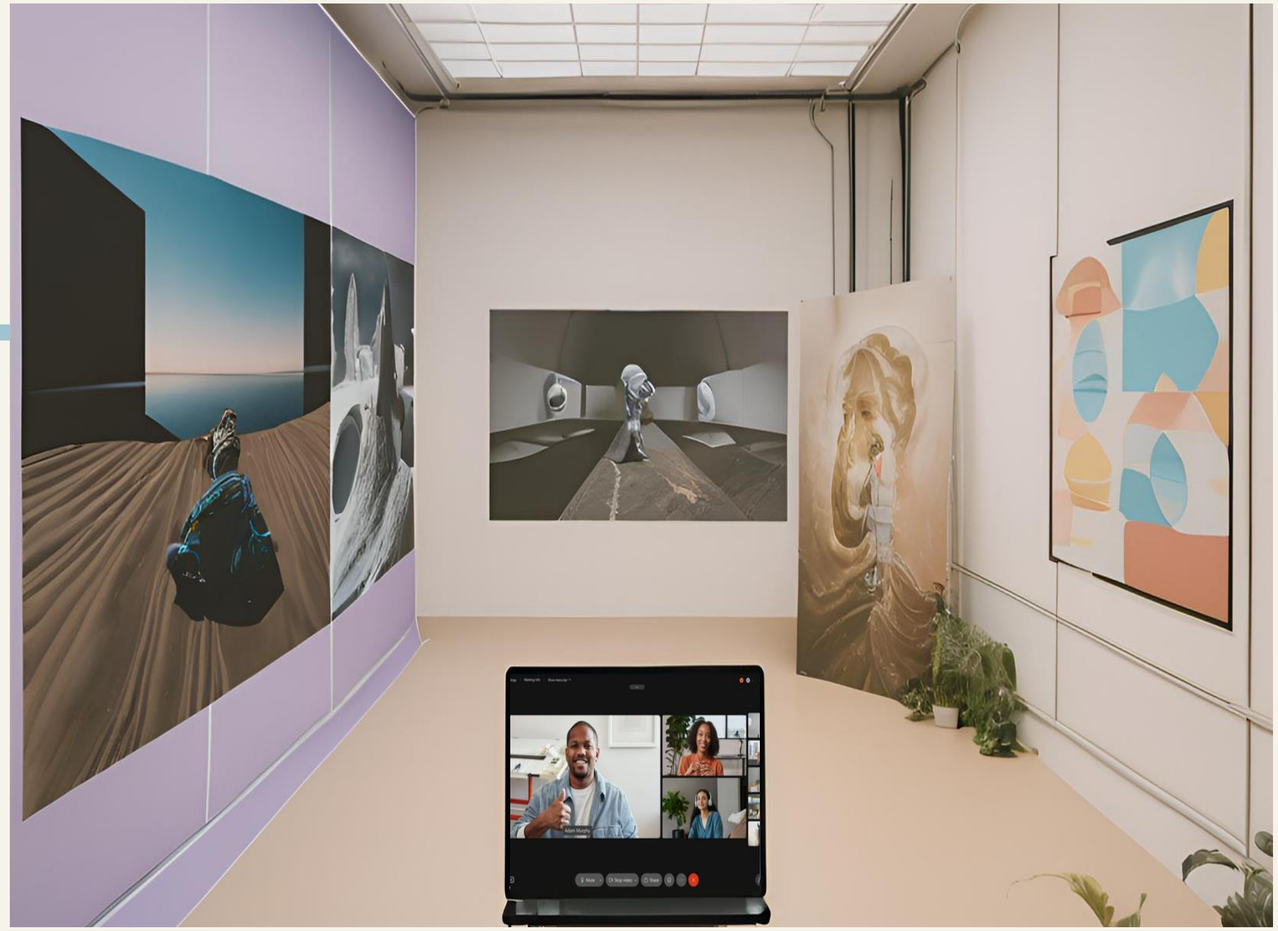
LOCALIZING AND (RE)CONCEPTUALIZING

Autonomy involves critical thinking and for teachers, it involves creating environments where learners are encouraged to think critically, act purposefully contributing to the transformation of society.



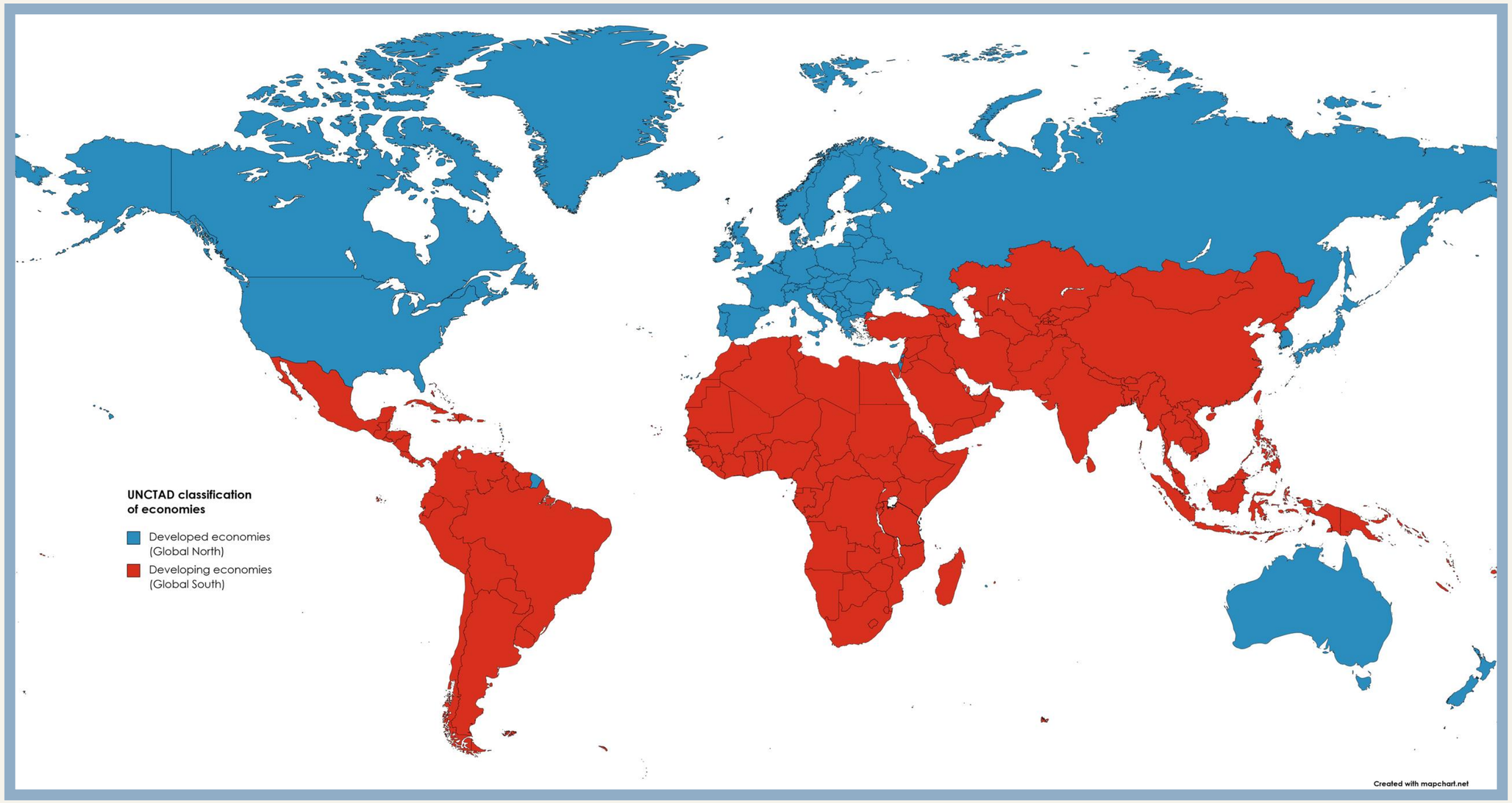
VE as 3rdSpace

THIRD SPACE



VE AS EDI-COMPLIANT APPROACH TO LANGUAGE (TEACHER) EDUCATION

SOUTH–NORTH TECHNOLOGY–SUPPORTED ENCOUNTERS AND CHALLENGES

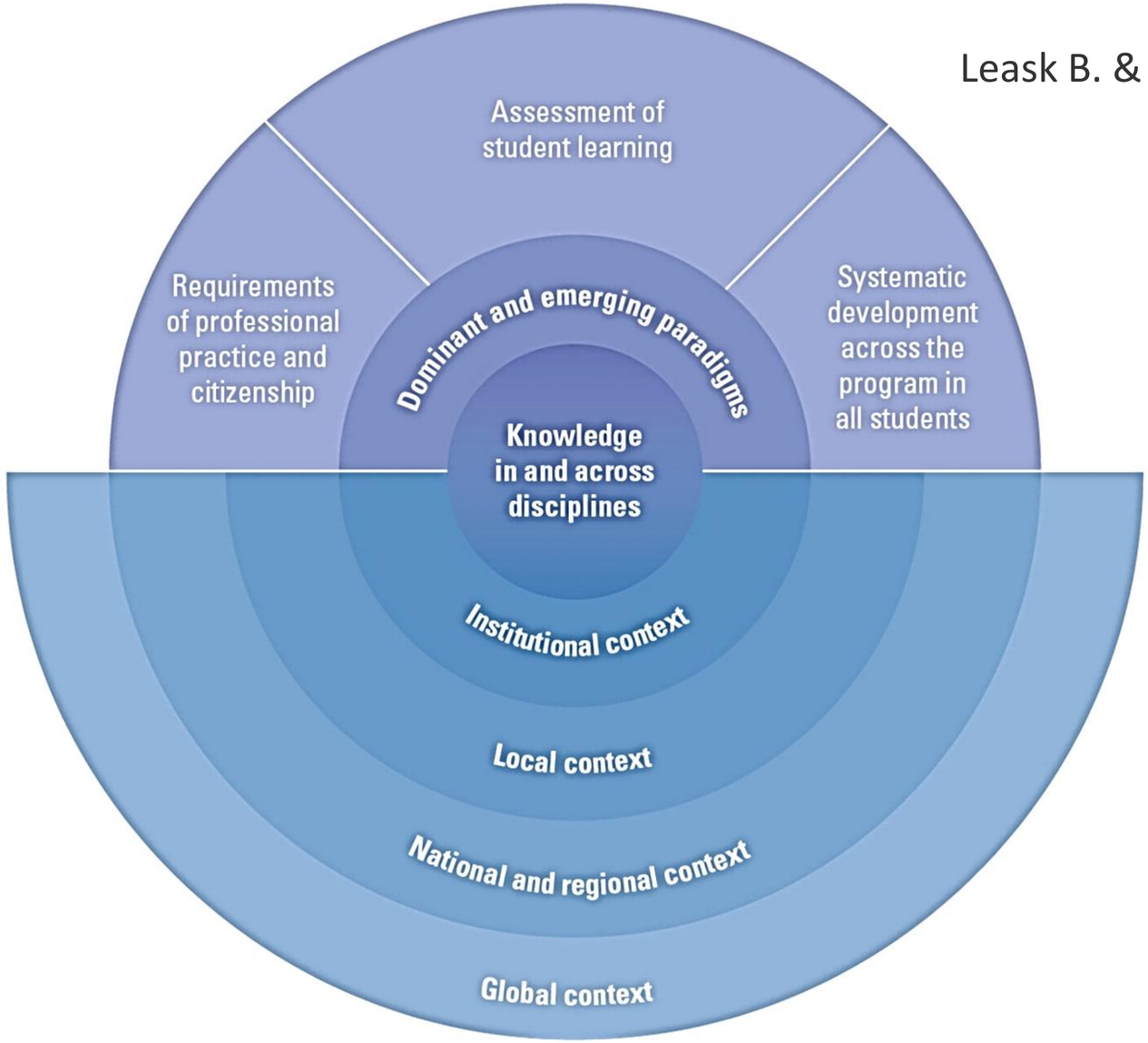


Researching Equality, Diversity and Inclusion in South-North Collaborative Online International Learning/Virtual Exchange

Initial findings and future directions

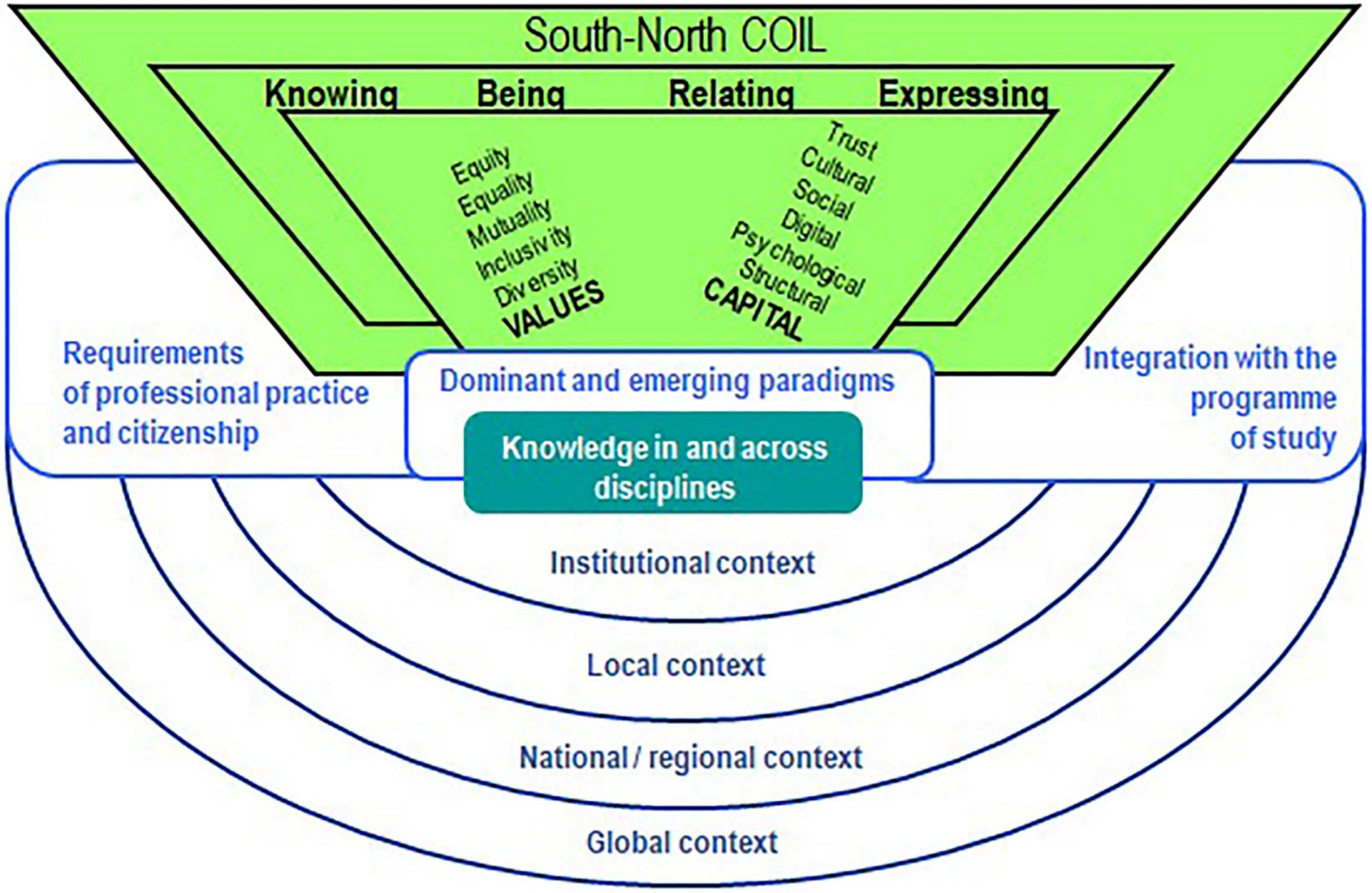
Marina Orsini-Jones
Kyria Finardi
Katherine Wimpenny
Lynette Jacobs

Conceptual Framework Leask and Bridge, 2013



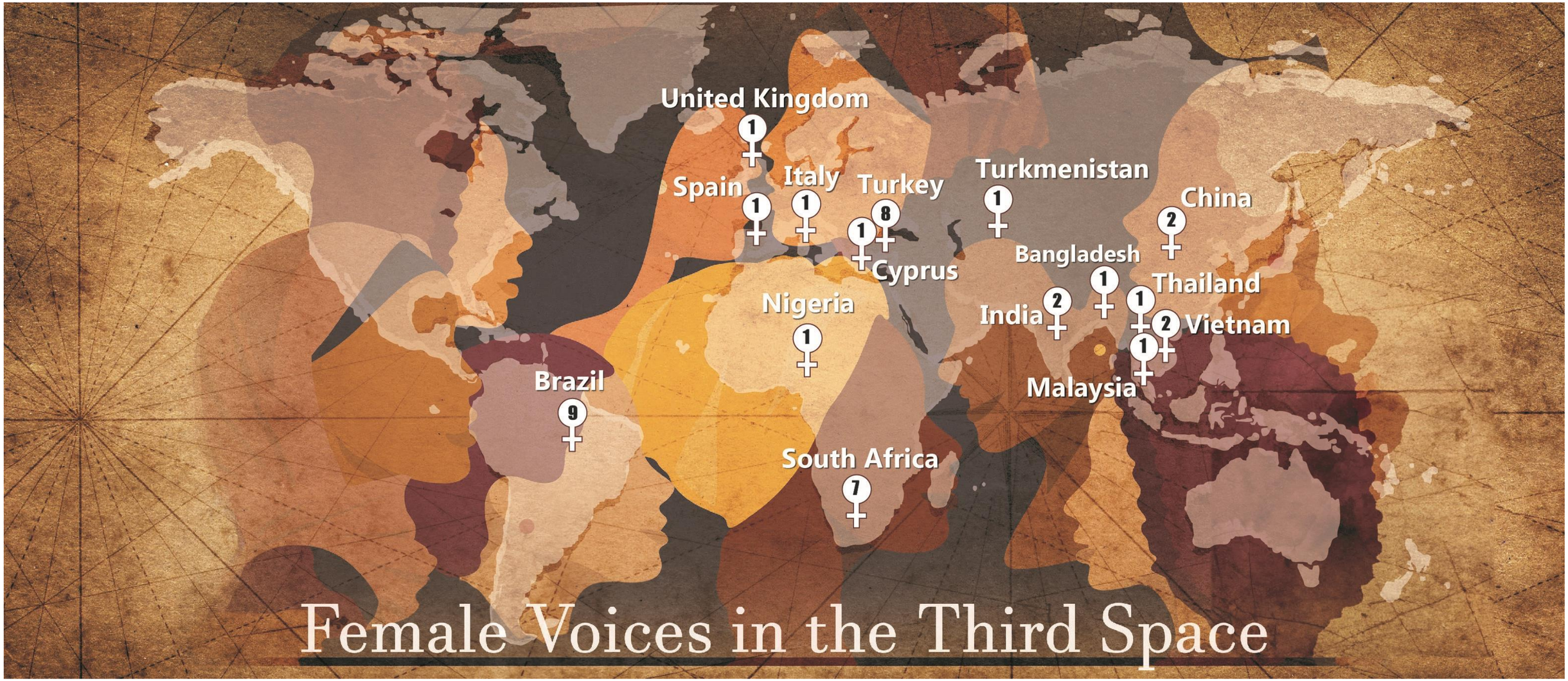
Leask B. & Bridge C. (2013). Comparing internationalisation of the curriculum in action across disciplines: theoretical and practical perspectives'. *Compare: A Journal of Comparative and International Education*, 43(1), 79–101.

Conceptual framework

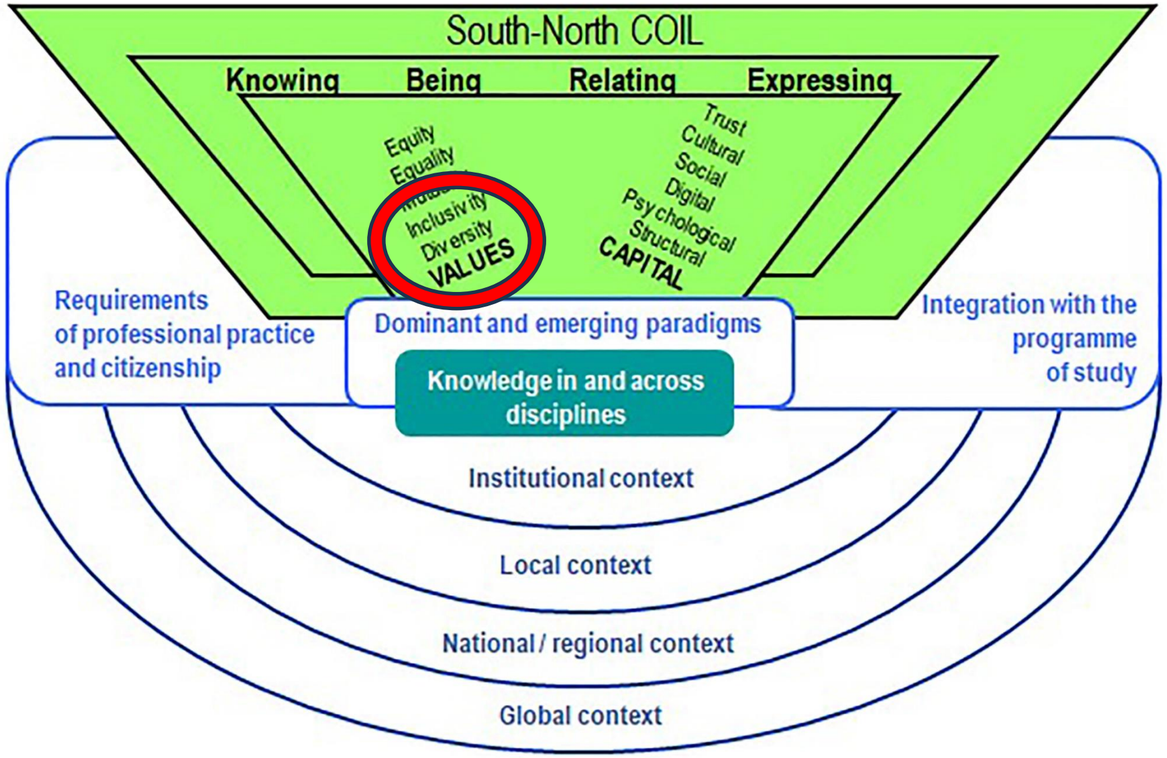


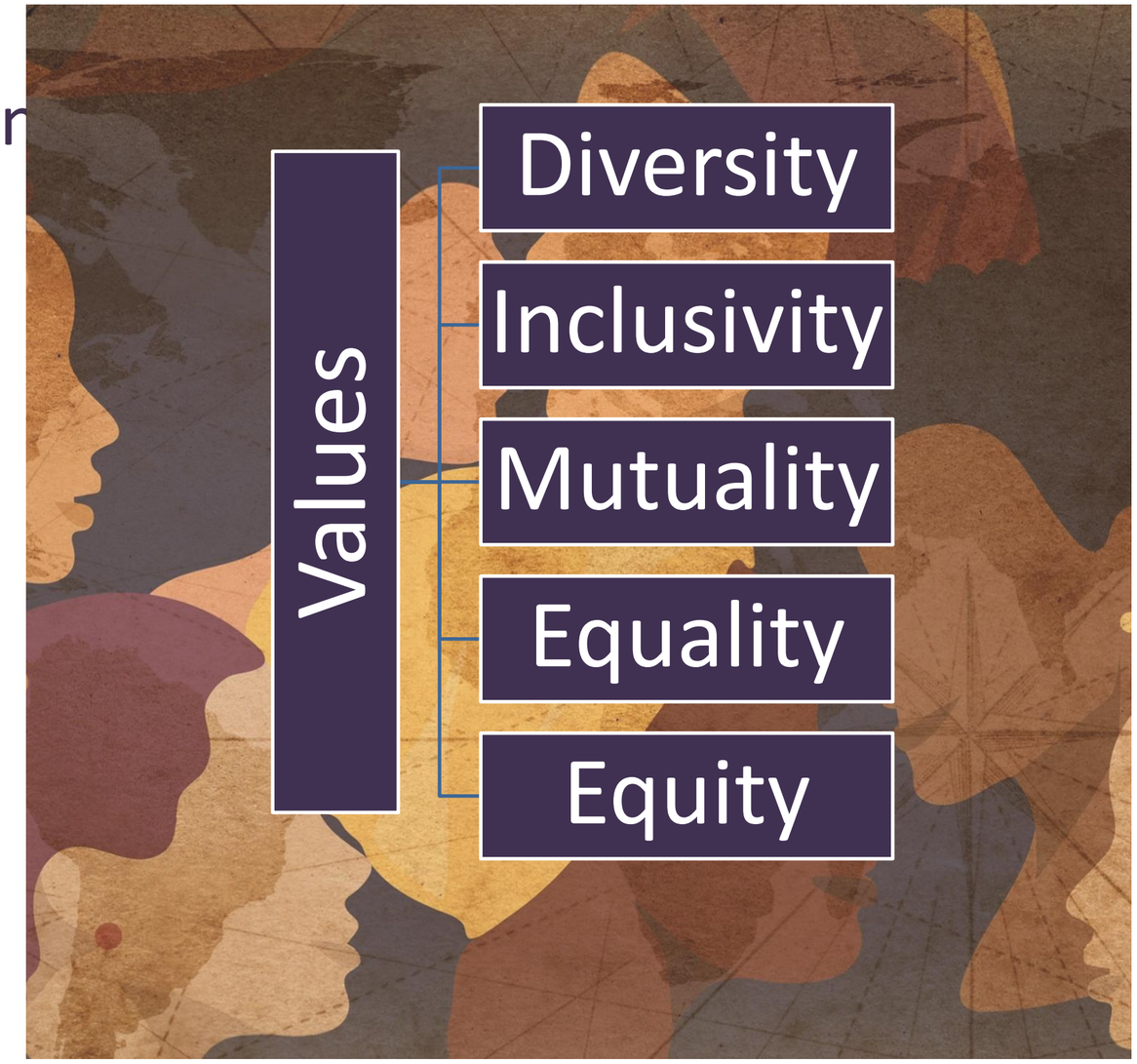
Wimpenny, K. Finardi, K., Orsini-Jones, M. & Jacobs, L. (2022). Knowing, Being, Relating and Expressing through Global South-North Third Space COIL: Digital Inclusion and Equity in International Higher Education. *Journal of Studies in International Education: Special Issue on Digitalisation*, 26(2), 279-296

Student participants' nationality: 15



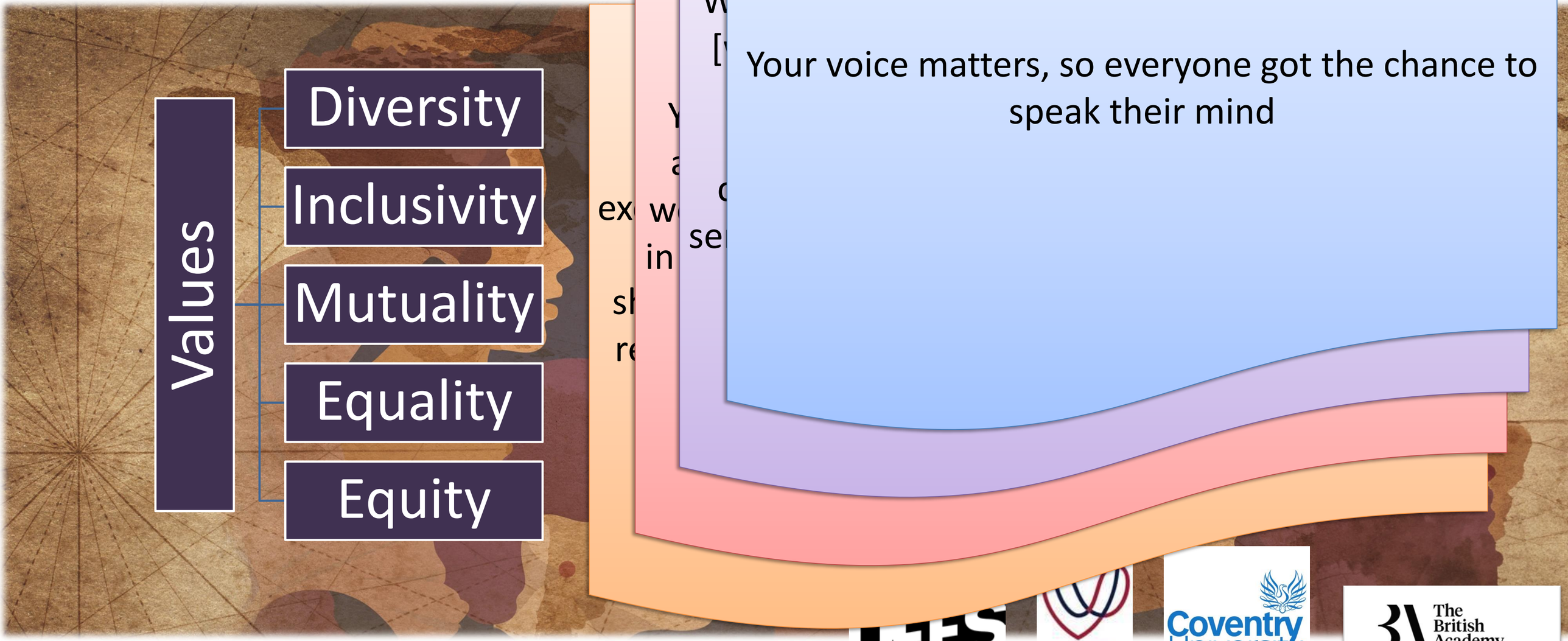
Conceptual an



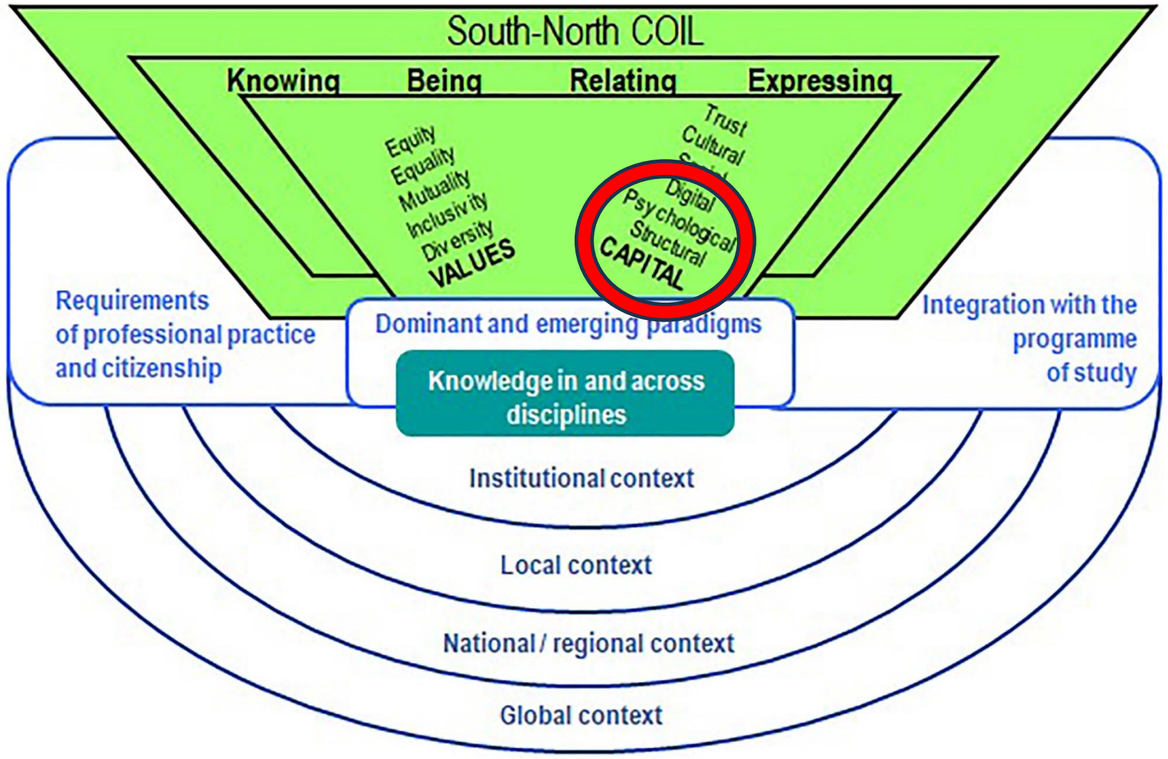


Wimpenny, et al. (2022) building on Leask & Bridge (2013)

Student Voice



Conceptual a



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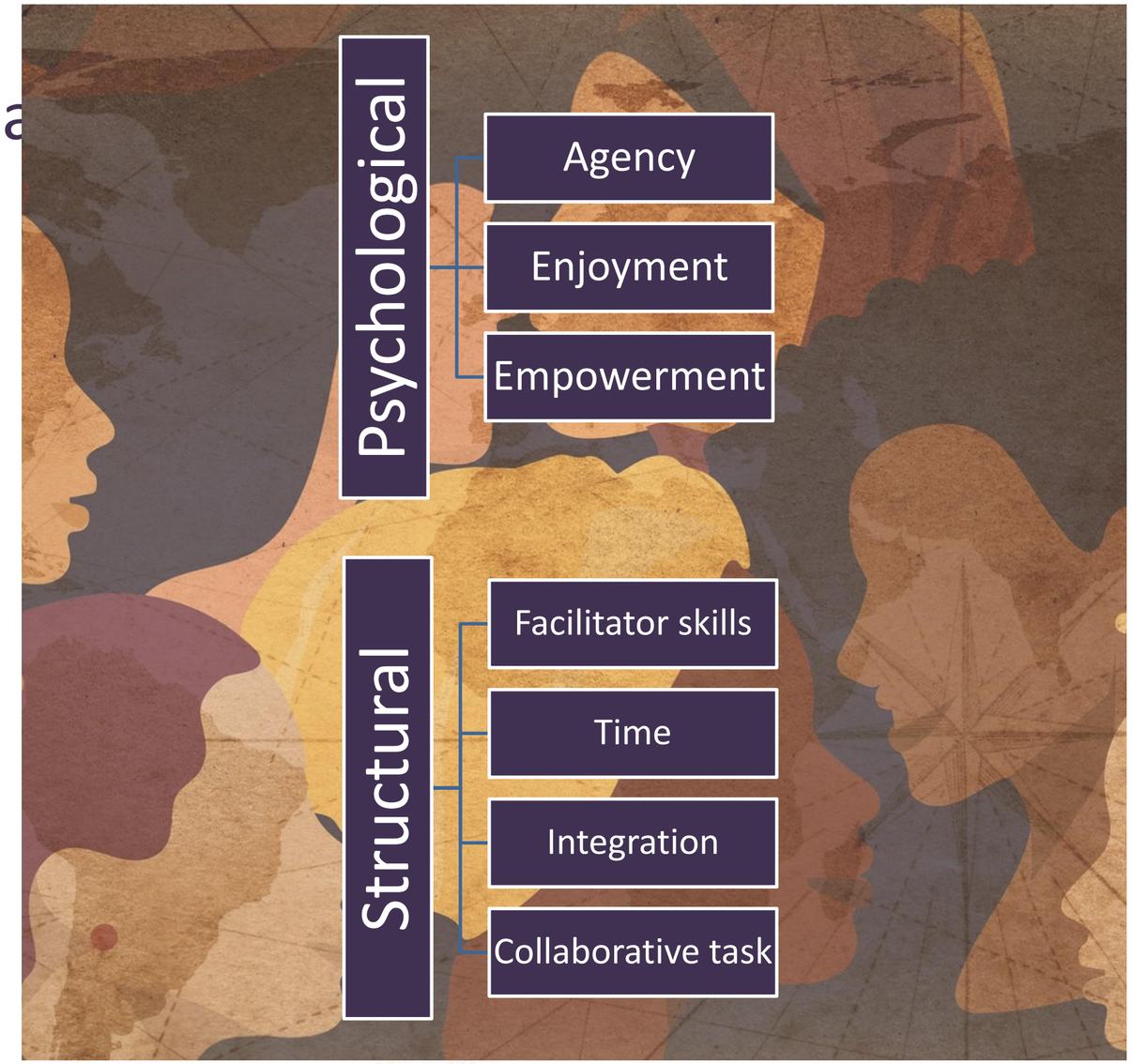
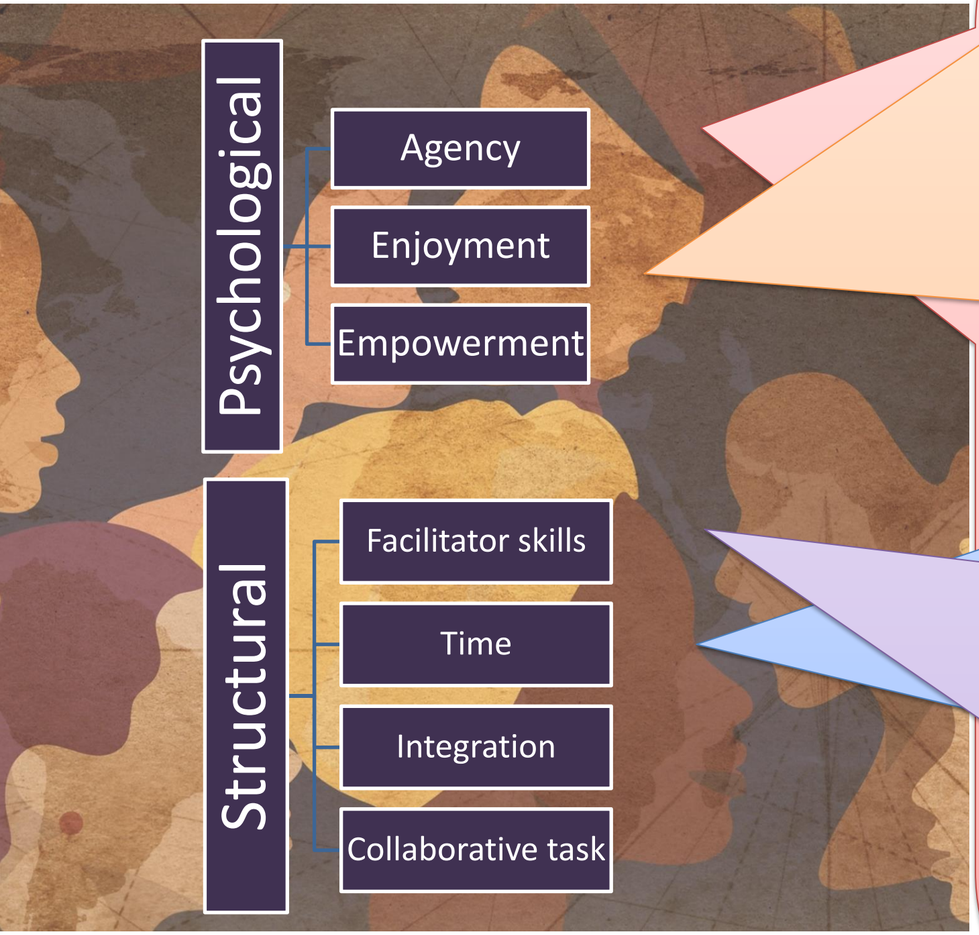


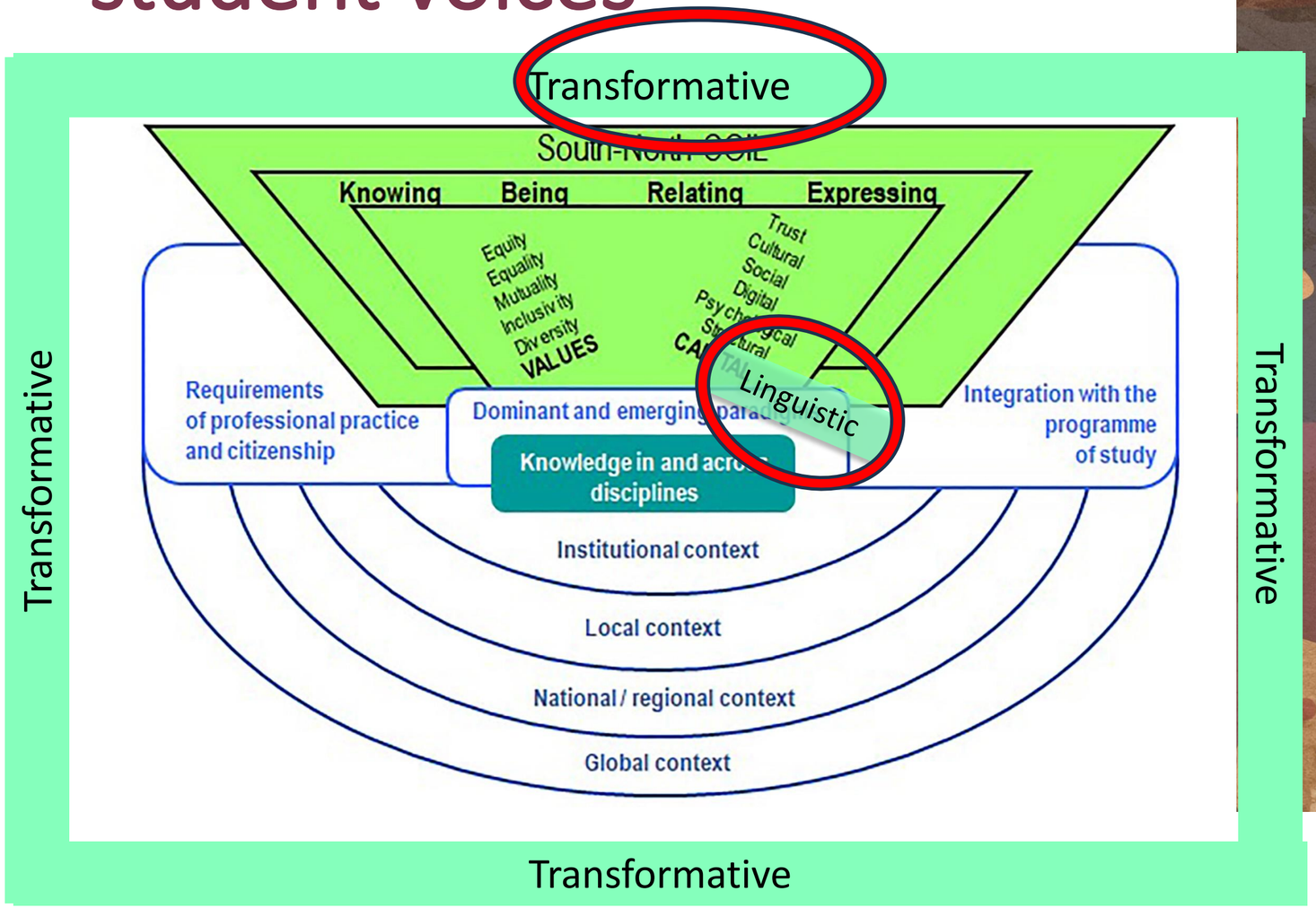
Student

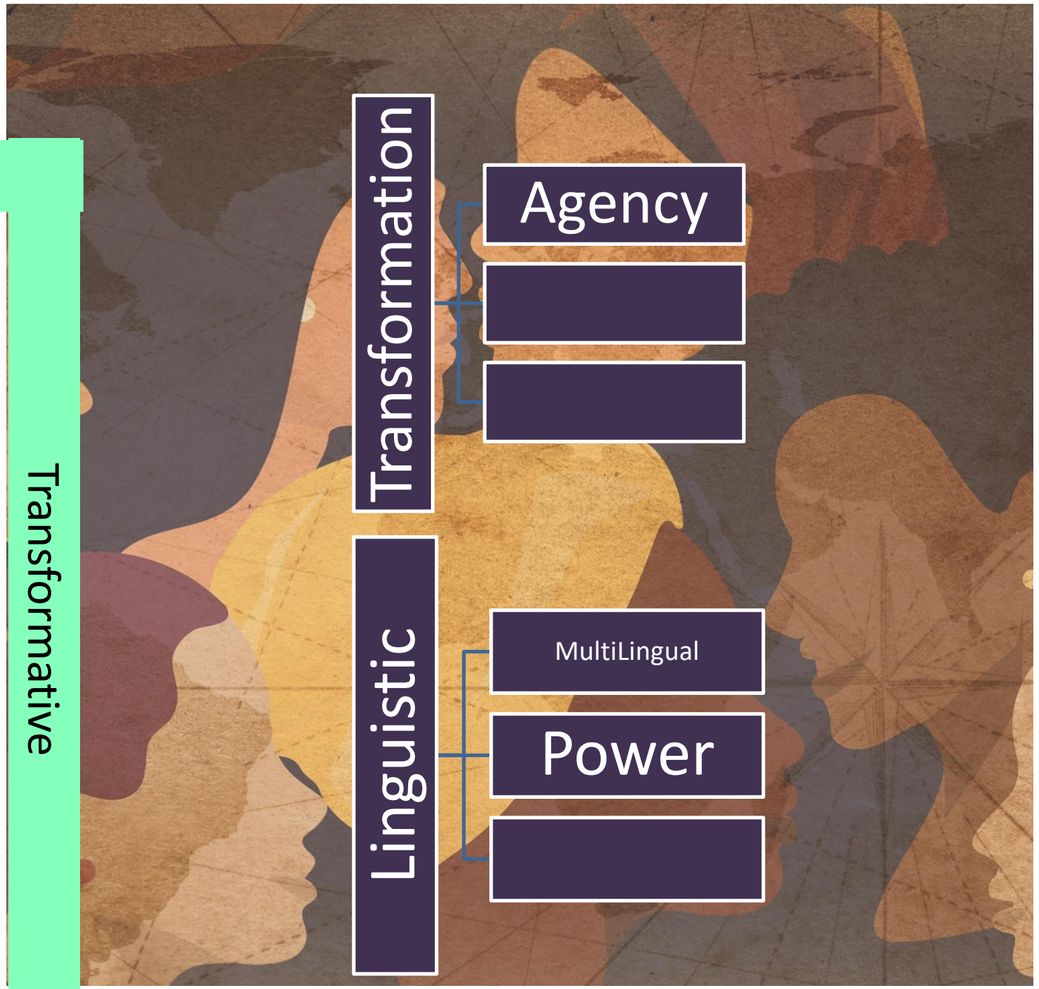


I think the facilitators create a structure that allowed for balanced contributions from the various participants because we had ample time and opportunity to give and to share our insights

What I also felt was very inclusive for me was the fact that the facilitators almost participated hand in hand with us, because for some of us it was a first experience. It was almost as if they were like right there beside us, taking our hand and leading us into this unfamiliar space, if you want

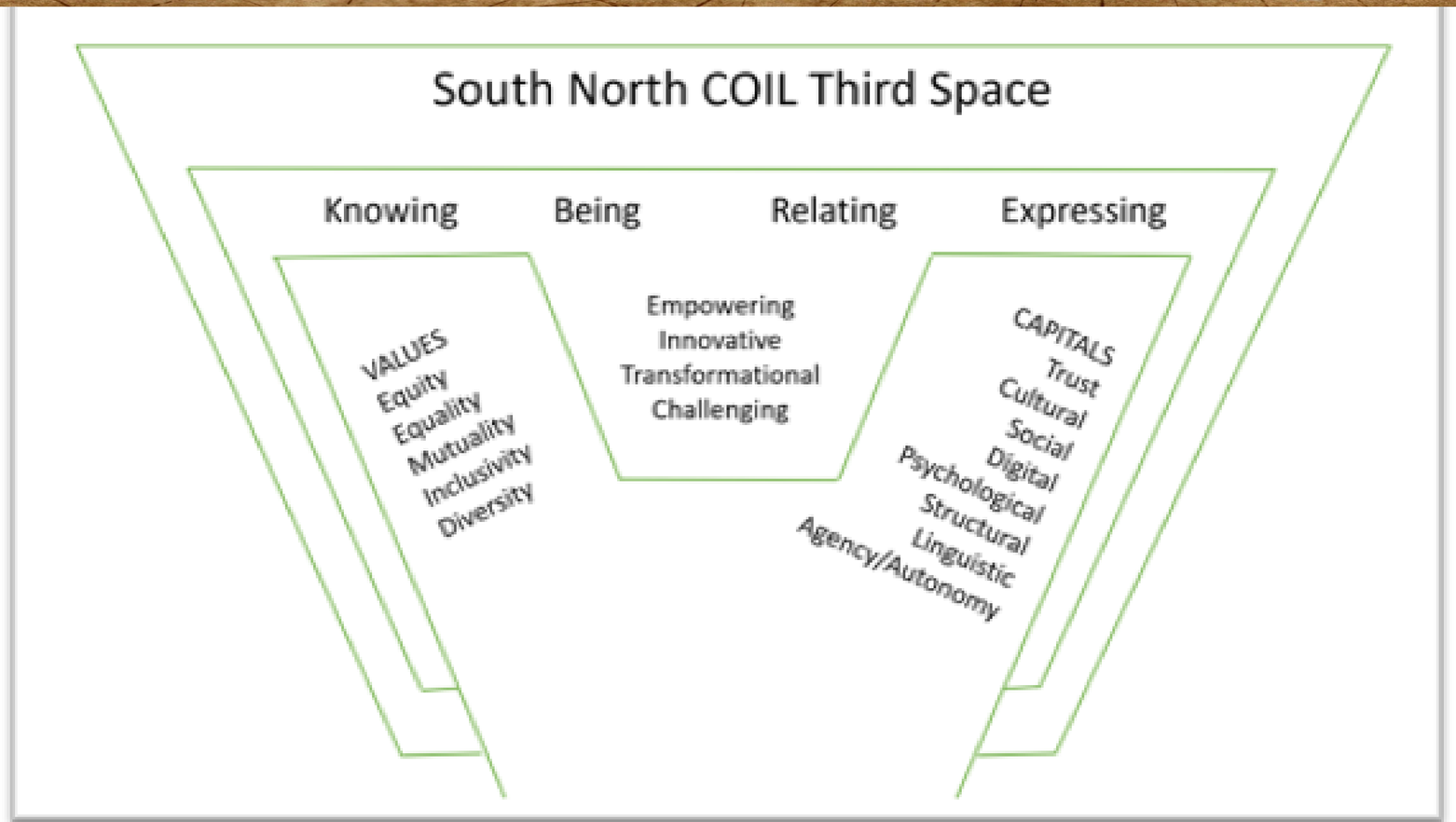
Emerging concepts from student voices





Wimpenny, et al. (2022) building on Leask & Bridge (2013)

Female Voices in the Third Space


South North COIL Third Space
Knowing
Being
Relating
Expressing
VALUES
Equity
Equality
Mutuality
Inclusivity
Diversity
Empowering
Innovative
Transformational
Challenging
CAPITALS
Trust
Cultural
Social
Digital
Psychological
Structural
Linguistic
Agency/Autonomy

CHALLENGES AND OPPORTUNITIES

COMMENTS? QUESTIONS?

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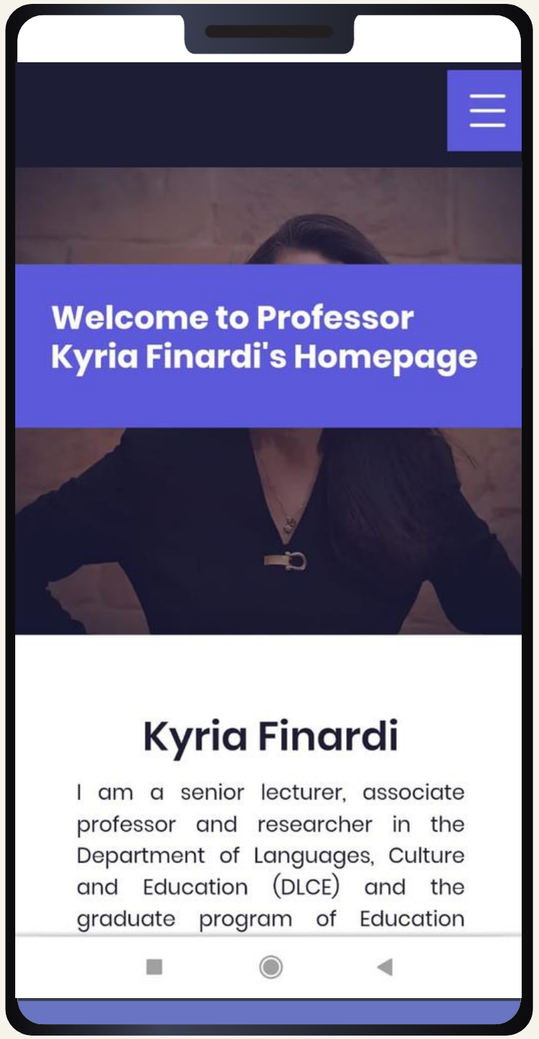

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