

**Curso:**

La Teoría e Implementación del Intercambio Virtual

Profesora: Dra. Brianna Janssen Sánchez

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Horario de clases: lunes, miércoles y viernes de 4:15-6:15

**Descripción del curso:** Hoy en día, la tecnología hace posible y más accesible la comunicación intercultural a través del contexto académico del intercambio virtual. Este curso explora el contexto del intercambio virtual (virtual exchange) en la clase de español del nivel K-16. El intercambio virtual, también conocido como la telecolaboración, da a nuestros alumnos acceso a oportunidades de conversar con personas hispanohablantes y aprender sobre la cultura, el idioma, las estrategias de conversación en español y de su propia identidad como estudiantes de la lengua española. Este curso da una introducción al contexto del intercambio virtual (teoría e implementación), el diseño de actividades y la logística de implementar un intercambio virtual en la clase de español.

**Objetivos del curso:**

1. Resumir y discutir contenido relacionado con la teoría y la implementación del intercambio virtual.
2. Explorar la tecnología adecuada para un intercambio virtual y experimentar con métodos de diseño de actividades basados en la teoría del contexto para llevar a cabo un intercambio virtual.
3. Crear planes de clase para llevar a cabo un intercambio virtual (de tres formatos diferentes) con por lo menos tres fases distintas (preparación, interacción y reflexión/evaluación).
4. Implementar, discutir, y evaluar los planes de clase en forma de talleres interactivos y reflexionar sobre el proceso para una mejor implementación en el futuro.

**Requisitos del curso:**

Todas las lecturas asignadas y la bibliografía serán compartidas por medio de nuestro curso en Moodle. Se va a necesitar acceso a una computadora con conexión al internet y con Microsoft Office así que todas las tareas se entregaran en archivo del documento Word.

**Evaluación del curso:**

Participación (10%)

Resumen y presentación de un artículo (20%)

Diseño de lección intercambio virtual (3) (30%)

Encuestas y ensayos de reflexión (2) (20%)

Talleres y tareas (3) (20%)

**Descripción de los componentes del curso:**

**Participación (10%)**

Durante la clase, haremos actividades interactivas y es vital tu participación en cada sesión. Debido al formato intensivo del programa SLI, la puntualidad y la asistencia a las clases son sumamente importantes. Es necesario estar presentes, preparados y atentos para participar en la sesión sincrónica. No se permite faltar a clase. Cada ausencia bajará la calificación un 10%. En el caso de enfermedad u otra emergencia, el estudiante deberá consultarlo con la profesora y con el/la directora/a del SLI.

**Resumen y presentación de un artículo (20%):**

Cada alumno completará individualmente un resumen de un artículo de investigación acerca del tema del intercambio virtual. De manera interactiva, los alumnos darán presentaciones de los artículos en el salón de clase. Los requisitos del resumen y la presentación de un artículo se encuentran en Moodle.

**Encuesta y ensayo de reflexión (2) (20%)**

Cada alumno completará una encuesta y un ensayo de reflexión al principio y al final del curso. Los requisitos de la encuesta y el ensayo se encuentran en Moodle.

**Diseño de plan de clase intercambio virtual (3) (10% c/u = 30%)**

Cada alumno diseñará tres lecciones con por lo menos tres fases/actividades (preparación, interacción y reflexión/evaluación) para llevar a cabo un intercambio virtual en tres contextos diferentes (individuo a clase, individuo a individuo, y clase a clase). Los requisitos para el diseño de los planes de clase intercambio virtual se encuentran en Moodle.

**Talleres y Tareas (3) (20%)**

Para cada trabajo de diseño de plan de clase intercambio virtual, habrá un taller interactivo donde cada alumno discutirá su diseño con sus colegas. Después del taller, cada alumno entregará una reflexión de su aprendizaje e ideas para mejorar el diseño y la implementación en el futuro. Los requisitos para los talleres y las tareas se encuentran en Moodle.

**Calendario del curso**

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| Fecha | Durante la sesión | Preparación para la siguiente sesión  |
| Semana 1 |
| Lunes - 26 de junio  | * Introducciones al curso y colegas
* Introducción al contexto: El intercambio virtual
* Encuesta intercambio virtual #1
 | * Leer artículo Dooly y Vinagre (2022)
* Entregar ensayo de reflexión #1
 |
| Miércoles - 28 de junio | * Actividades interactivas y de discusión
* Exploración de la tecnología para llevar a cabo un intercambio virtual: individuo a clase.
 | * Leer artículo: Godwin y Jones (2019)
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| Viernes - 30 de junio | * Actividades interactivas y de discusión
* Planeando un intercambio virtual.
 | * Diseño plan de clase #1
* Leer artículo: Lee y Sauro (2021)
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| Semana 2 |
| Lunes - 3 de julio | * Taller #1
* Actividades interactivas y de discusión
* Exploración de la tecnología para llevar a cabo un intercambio virtual: clase a clase.
 | * Tarea #1
* Leer artículo de investigación asignado.
* Resumen del artículo
* Archivo de la presentación
 |
| Miércoles - 5 de julio | * Presentaciones y Discusión de los artículos
 | * Diseño de plan de clase #2
 |
| Viernes - 7 de julio | * Taller # 2
* Exploración de la tecnología para llevar a cabo un intercambio virtual: estudiante a estudiante.
 | * Tarea # 2
* Leer artículo: Oskoz y Gimeno-Sanz (2019)
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| Semana 3 |
| Lunes - 10 de julio | * Actividades interactivas y de discusión.
 | * Leer artículo: O’Dowd, Sauro, y Spector Cohen (2020)
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| Miércoles - 12 de julio | * Actividades interactivas y de discusión.
 | * Diseño de plan de clase #3
 |
| Viernes – 14 de julio | * Taller y Tarea # 3
* Encuesta #2
* Síntesis del curso
 | * Reflexión #2
* Evaluación del curso
 |

**Bibliografía**

Dooly, M. & Vinagre, M. (2022). Research into practice: Virtual Exchange in language teaching and learning. *Language Teaching, 55* (3), 392–406.

Godwin-Jones, R. (2019). Telecollaboration as an approach to developing intercultural communication competence. *Language Learning & Technology, 23*(3), 8–28.

Lee, J. y Sauro, S. (2021). Assessing language learning in virtual exchange: Suggestions from the field of language assessment. *Journal of Virtual Exchange, 4,* 33–49.

Oskoz, A., & Gimeno-Sanz, A. (2019). Engagement and Attitude in Telecollaboration: Topic and cultural background effects. *Language Learning & Technology*, *23*(3), 136–160.

O’Dowd, R, Sauro, S., y Spector Cohen, E. (2020). The role of pedagogical mentoring in virtual exchange. *TESOL Quarterly, 54* (1), 146–172.

**Syllabus Statements for Summer 2023**

**Raider Reminder**

All students must abide by the [Code of Student Conduct](https://inside.sou.edu/assets/policies/Code_of_Student_Conduct_091820.pdf) and [Equal Opportunity, Harassment, and Sexual Misconduct Policy](https://inside.sou.edu/assets/policies/GEN.009_Final-2022_v3.pdf). Make sure that any contact with others is wanted, that any recording is done with informed consent of any other party, and that it involves no illegal downloads or activity.

In addition, we remain committed to the [University's mission and values](https://sou.edu/president/vision-mission-values/). We provide a healthy, safe and civil campus; respectful, inclusive, and equitable interactions in all of our learning spaces including physical and virtual classrooms; and no tolerance for racist, sexist, or other forms of hurtful discourse.

**COVID-19 Response**

We continue to monitor national and regional developments regarding Covid-related guidelines. We also monitor and modify our internal SOU policies and procedures to reflect the changes to Jackson County Public Health, OHA and CDC's guidelines. Please review the revised [vaccine policy](https://inside.sou.edu/assets/policies/COVID-19-Vaccination-Policy-FINAL.pdf) and [protocols](https://sou.edu/campus/wp-content/uploads/sites/16/2022/08/Covid-19-flowchart-8-30-2022.pdf).

To reduce risk to the campus community, all staff, faculty, students, and visitors are required to adhere to [SOU’s face covering policy](https://inside.sou.edu/hrs/leaves-of-absence-and-accommodations.html#sou-face-coverings).

We will continue our efforts to keep all members of the SOU community safe; those efforts will include attempts to limit contact between individuals and may include restricted access to buildings and other spaces on campus. Please follow all guidelines provided on SOU's [COVID-19](https://sou.edu/campus/covid-19-and-sou/) pages and adhere to campus building closures and restrictions. Should these guidelines be adjusted, SOU will communicate any adjusted expectations to all students.

**SOU Cares and Equity Grievance Reporting**

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares System allows us to connect you with staff members who can assist with concerns and connect you to further available resources. This includes concerns regarding finances, food security, health, housing, mental health, wellbeing, legal concerns, family concerns, study skills, time management, etc. You are also welcome to use the SOU Cares System to share concerns about yourself, a friend, or a classmate. Go to [www.sou.edu/cares](http://www.sou.edu/cares) to submit a note of concern.

The Dean of Students’ Office and the Office of Equity Grievance provide recourse for students through the Student Code of Conduct, Equal Opportunity, Harassment and Sexual Misconduct Policy, and other applicable policies, regulations, and laws. SOU’s Equity Grievance Program addresses concerns about sexual harassment, sexual assault, stalking, intimate partner violence, bias and discrimination for students, staff and faculty. Reports related to sexual misconduct, assault, harassment, or bias may be made anonymously or confidentially by completing [this form](https://sou.co1.qualtrics.com/jfe/form/SV_7R7CCBciGNL473L).

**Academic Honesty Statement and Code of Student Conduct**

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited.”

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one’s name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU’s [Code of Student Conduct](https://inside.sou.edu/assets/policies/Code_of_Student_Conduct_091820.pdf). In case of loss, theft, destruction, or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all work that has been graded and returned to you.

**Turnitin Originality Checker**

Per SOU’s [Code of Student Conduct,](https://inside.sou.edu/assets/policies/Code_of_Student_Conduct_091820.pdf) each student’s education is the product of their own intellectual effort and engagement. Breaches of academic integrity compromise the overall quality of scholarship and detract from the value of the SOU degree. In order to provide opportunities for the instructor and students to review their work for originality, instructors may require students to submit all or some of their work to Turnitin. In order to meet this requirement, students must agree to the Turnitin End User License Agreement (EULA). Any work submitted to Turnitin without a EULA in place may not be accepted by the instructor for credit. Any student who does not wish to accept the EULA in a course where Turnitin is required should withdraw from the course. [Learn more about Turnitin](https://docs.google.com/document/d/1XxUSm4JS9AYbF_JgjJW0Zbv5Xpxm3yA_Z4zd7W4_HMM/preview) and review the terms and conditions.

**Emergency Notifications**

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are **strongly** encouraged to visit Inside SOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialing 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

**Statement on Title IX and Mandatory Reporting**

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use [SOU’s confidential advising](https://inside.sou.edu/gsj/reporting-options-survivor-support.html) or SOU’s [Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form.](https://sou.co1.qualtrics.com/jfe/form/SV_7R7CCBciGNL473L)

**SOU Academic Support/Disability Resources**

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/ modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the [Disability Resources webpage](https://inside.sou.edu/dr/index.html) for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access since these services are not retroactive.

All students may benefit from the ability to convert files posted in Moodle to alternate formats including audio, ebook and Braille. [Learn more about file conversion](https://support.sou.edu/kb/articles/students-convert-files-to-other-formats).

**Statement on Military and Other Forms of Active Service Duty**

Pursuant to Oregon law, any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for more than 30 consecutive days has the right to request accommodation for such service, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to withdraw from a course without penalty, a grade of Incomplete and option to complete at a later date once service has concluded, and/or the right to credit for any tuition and fees already paid, depending on the student's status.

Any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for fewer than 30 consecutive days and misses a course session, assignment, examination or other coursework due to serving on active duty or is receiving medical treatment for an injury sustained on active duty has the right to request accommodation for their service or medical treatment, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to submit any missed examination, assignment or other course requirement upon completion of service or treatment; and/or the right to have a course grade assigned without submitting missed assignment or examinations, should the instructor determine that sufficient work has been assessed for the determination of a grade. Any student who expects to be called for active duty should contact instructors as soon as possible to discuss accommodations.

**Attendance and Financial Aid**

Students who receive federal financial aid are required to attend and participate in all of the courses for which they register, starting with the first week of class. For face-to-face courses, in-person attendance is necessary. The US Department of Education (USDE) describes the following activities as indicators of attendance and active participation (see the [formal rules](https://www.federalregister.gov/documents/2020/09/02/2020-18636/distance-education-and-innovation) at the USDE website):

●      Attending a synchronous class, lecture, recitation, or field or laboratory activity where there is an opportunity for interaction between the instructor and students;

●      Submitting an assignment;

●      Taking an assessment or an exam;

●      Participating in an interactive tutorial or webinar;

●      Participating in an assigned study group, group project or an online discussion; or

●      Interacting with an instructor about academic matters.

The following activities are not considered by the USDE to be indicators of first-week engagement:

●      Living in campus housing or using an institutional meal plan,

●      Logging into an online class or tutorial without any further participation, or

●      Participating in academic counseling or advising.

Instructors will report students who are absent during the first week of an in-person course or those who do not participate in an online course as described above. Any students who are reported as no-shows will have their financial aid status reviewed and their award may be adjusted as a result.