VE & BM Training

Examples of Virtual Exchange on the theme of Sustainability

Reading Task to prepare for session 2

Purpose and Task

This worksheet guides your preparation for the next online session. You should choose two articles from the collection below which are drawn from recent scholarship on Virtual Exchange (VE) and sustainability. They are located in this online folder. Your task is to read one or two articles carefully before the session and to prepare a basic report-back for your group partners so that you will all gain an overview of how VE can be used with topics related to sustainability.

The guiding questions below are designed to help you extract the most relevant information from each article. **Make a copy or download of this document** and use the note-taking space provided to record your reflections as you read. In the online session. You will share your findings with your group in our next session.

Article Reading List — All Ten Articles

The table below lists all ten articles used across the working group. Each article is identified by a letter (A–J).

Ref.	Title	Source
A	Inquiry-based learning and digital storytelling in virtual exchange: an approach for reflecting on food consumption in the Global South and Global North	Bartsch et al. (2021)Journal of Virtual Exchange, 4(SI-IVEC2020), 47–69
B	Safe/brave spaces in virtual exchange on sustainability	Reljanovic Glimäng (2022)Journal of Virtual Exchange, 5, 61–81
C	Professionalisation through a Virtual Environmental Challenge (VEC): a Challenge-Based Learning (CBL) approach to internationalisation at home	Evain, Moore & Hawkridge (2023)Journal of Virtual Exchange, 2023
D	Climate Movements virtual exchange as an internationalisation at home initiative in France	Reynolds (2024)Journal of Virtual Exchange, 7(SI-UniversityInternationalisation), 36–59
E	Using role-playing games in virtual exchanges: Global experiences in intercultural and multidisciplinary approaches to learning about environmental sustainability	Liberado & Tzoumis (2024)Journal of Virtual Exchange, 7(SI-IVEC2023), 84–105
F	Collaborative online international learning between Canada and Spain: a critical reflection on a COIL experience with SDG5, SDG13 and SDG16	Campoy-Cubillo & Jimenez-Estrada (2024)Frontiers in Education, 2024
G	Cross-cultural learning through virtual exchange on the SDGs: What we have learned during and beyond the pandemic	Zhao & McIntosh (2025)Journal of Virtual Exchange, 8, 88–104

Ref.	Title	Source
H	Fostering Global Citizenship and SDG Integration through COIL in Ibero-America	Falasca, de Prada Creo & Cuevas Alvarez (2026)Journal of International Students, 16(5), 101–120
I	Virtual exchange and sustainability [Gulko et al. 2026]	Gulko et al. (2026)
J	Promising practices in virtual exchange: Exploring environmental sustainability	Stevens Initiative (n.d.)Stevens Initiative report

Guiding Questions

For each of your articles, work through the five questions below. You do not need to write at length. Aim for concise, well-considered notes that will allow you to report back clearly and confidently to your group.

Question 1: Context and organisation of the VEs

Who are the participants in the virtual exchange described in your article (institutions, countries, disciplines, number of students)? How is the exchange organised — what is its duration, format (synchronous/asynchronous), and what technologies or platforms are used to facilitate interaction?

Your notes:

Question 2: Student tasks and activities

What are students actually asked to do during the virtual exchanges? What kinds of collaborative tasks, projects, or activities feature most prominently, and what competencies do these tasks aim to develop?

Your notes:

Question 3: Sustainability and SDG integration

How do the virtual exchanges engage with the theme of sustainability and/or the UN Sustainable Development Goals? Which specific SDGs are addressed (if any), and how are they woven into the pedagogical design rather than treated merely as a topic of discussion?

Your notes:

Question 4: Key findings and outcomes

What are the main outcomes or findings reported by the authors? What evidence is provided about the impact of the exchange on students' intercultural learning, sustainability awareness, or other competencies? What challenges or limitations are acknowledged?

Your notes:

Question 5: Implications for your own practice

What, in your view, is the most transferable or innovative element of this virtual exchange design? What aspects could you use for your own Virtual Exchange or BIP?

Your notes:

Preparing Your Report-Back

In the online session, you will present your findings to your group. Use the prompts below to structure your contribution:

What did the projects set out to achieve?
What types of tasks or activities did the students do together?
What aspects most caught your attention?

In this session, the second person (P2) listed in your Working Group will act as chairperson. The chairperson leads the conversation, ensures everyone has an opportunity to contribute, and will report back to the plenary group at the close of the session.