supported by
ENLIGHT

The ENLIGHT Network Language and Intercultural Virtual Exchange (ENLIVE)

ENLIVE is a virtual exchange project run by the *Département of Langues, Lettres et Cultures* Bordeaux University. Guided by facilitators, participants engage in weekly synchronous discussions in English as a lingua franca context. Together, students collaborate actively during sessions, build relationships, discuss current social issues and work towards a micro social media campaign. Students may choose from a range of areas to explore, such as gender and education, science in society or disability and accessibility.

Language

English is the lingua franca of the exchange. Participants should be able to communicate on a B2 level or above to participate.

Participants

Students

Students enrolled in undergraduate and graduate programmes from ENLIGHT universities:

> Université de Bordeaux
> Universiteit Gent
> Georg-August-Universität Göttingen
> Tartu Ülikool
> Euskal Herriko Unibertsitatea
> National University of Ireland Galway

Rijksuniversiteit Groningen
Uppsala universitet
Univerzita Komenského

Facilitators
Teachers and teaching assistants from participating institutions.

Learning outcomes

Students should be able to...

- discuss current social issues in an English as a lingua franca context
- develop their cultural sensitivity and global outlook
- collaborate in international groups to design and deliver a micro social media campaign

Project

Students will select and research a topic from a set of broad areas in order to design and disseminate a **social media campaign**.

Potential areas:

- Climate change and activism
- Disability and accessibility
- Diversity on screen
- Gender and education
- Health and social media
- Sustainability and economy
- Science in society

Over 6 weeks, students meet in groups of 8-12 participants for 2 hours via Zoom to engage in intercultural dialogue and work towards their social media campaign. They alternate plenary phases where all members of the group are engaged in dialogues and project work in groups.
The social media campaigns prepared by students are shared on the social media platforms of participating institutions.

Student Commitment

- **Facilitated dialogue sessions** - 12 contact hours. 6 weekly synchronous sessions lasting 2h00 each.
- **Reflective journaling** - 6-24 self-study hours. Participants are expected to complete a weekly reflective journal (100-200 words per week) to demonstrate comprehension of their learning and reflect on their research.
- **Social media campaign** - 6-12 self-study hours. Participants are expected to create their social media campaign.

- **Final Speaking Task** - 6-12 self-study hours. Participants are expected to make a final reflective video on completion of the exchange.

Timeline

Registration

Register via **https://enquetessphinx.u-bordeaux.fr/v4/s/8lev6t**
 by **15 OCTOBER 2024** Students will be informed of their group by 30th October

Exchange schedule:

5 November 2024 - 10 December 2024 (6 weeks)

Students will take part in a weekly Zoom session on **Tuesdays 18:30-20:30 CET** for the duration of the exchange.

Weekly sessions

Week	Date	Milestone
Week 1	5 /11	Getting Started
Week 2	12 /11	Discussing ENLIVE areas
Week 3	19 /11	Defining the project
Week 4	26/11	Designing the project
Week 5	3 /12	Giving and getting feedback
Week 6	10/12	Discovering the project gallery

Assessment

100% continuous assessment

20% Engagement in weekly facilitated dialogue sessions

(You will receive an overall grade at the end of the exchange)

0	1	2	3	4	5
absent	**does not** engage in open, appropriate and effective interactions during activities and dialogue **and/or** more than 10 mins late	engages **at least once** in open, appropriate and effective interactions during activities and dialogue	engages **sometimes** in open, appropriate and effective interactions during activities and dialogue	engages **often** in open, appropriate and effective interactions during activities and dialogue	engages **throughout** in open, appropriate and effective interactions during activities and dialogue

40% Weekly reflective journal submissions

(You will get regular feedback and your grade will be an average of the 6 journals you submit)

0	1	2	3	4	5
not submitted	**does not** demonstrate understanding of how people from other cultural backgrounds have different communication styles, and of how their own beliefs, world views and practices influence the way they communicate	demonstrates **little** understanding of how people from other cultural backgrounds have different communication styles, and of how their own beliefs, world views and practices influence the way they communicate	demonstrates **some** understanding of how people from other cultural backgrounds have different communication styles, and of how their own beliefs, world views and practices influence the way they communicate	demonstrates **reasonable** understanding of how people from other cultural backgrounds have different communication styles, and of how their own beliefs, world views and practices influence the way they communicate	demonstrates **deep** understanding of how people from other cultural backgrounds have different communication styles, and of how their own beliefs, world views and practices influence the way they communicate

20% Social media campaign submission in week 6

0	1	2	3	4	5
not submitted	**poorly** designed, **not** showing critical evaluation of online resources and content and **not** communicating a	**not very** well-designed, showing **little** critical evaluation of online resources and content and **not**	**mostly** well-designed, showing **some** critical evaluation of online resources and content and communicating a	**well-designed**, showing critical evaluation of online resources and content and **effectively** communicating a	**very** well-designed, showing critical evaluation of online resources and content and **very** effectively

	message to a target audience **very effectively**.	communicating a message to a target audience **very effectively**.	message to a target audience **mostly effectively**.	message to a target audience.	communicating a message to a target audience.

[20% Final speaking task submission in week 6](#)

0	1	2	3	4	5
not submitted	**does not** demonstrate understanding of how people from other cultural backgrounds have different communication styles, and of how their own beliefs, world views and practices influence the way they communicate	demonstrates **little** understanding of how people from other cultural backgrounds have different communication styles, and of how their own beliefs, world views and practices influence the way they communicate	demonstrates **some** understanding of how people from other cultural backgrounds have different communication styles, and of how their own beliefs, world views and practices influence the way they communicate	demonstrates **reasonable** understanding of how people from other cultural backgrounds have different communication styles, and of how their own beliefs, world views and practices influence the way they communicate	demonstrates **deep** understanding of how people from other cultural backgrounds have different communication styles, and of how their own beliefs, world views and practices influence the way they communicate