

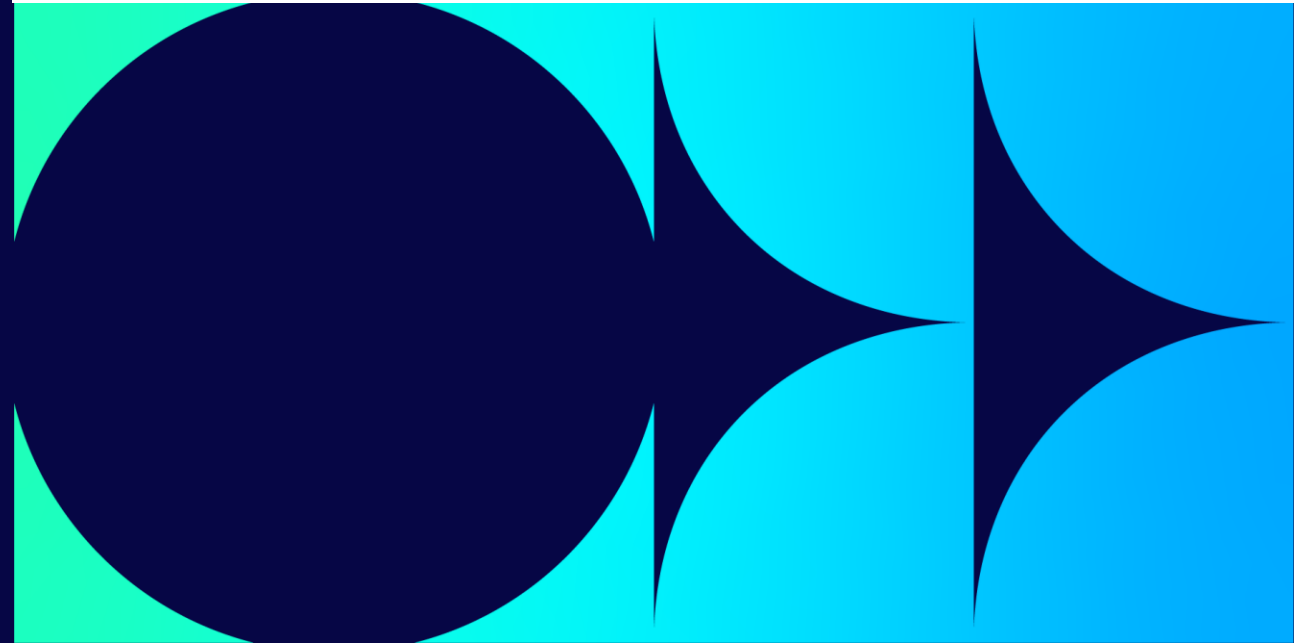
**Critical Global Citizenship Education  
through  
Critical Virtual Exchange**

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Technology Enhanced Language Learning (TELL)  
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# Overview

- Context
- Virtual Exchange (VE)
- VE and Global Citizenship Education
- VE challenges: inclusion/exclusion
- Critical VE (CVE): a framework and theoretical underpinnings
- CVE examples
- Implications for practice and research

# Context

For teachers in societies that are becoming increasingly diverse, the question becomes how to prepare their students as citizens who can engage with complex issues in a way that reflects equity and justice.

(Sleeter, 2014 in Steyn et al., 2023, p. 86)



# Virtual Exchange/COIL

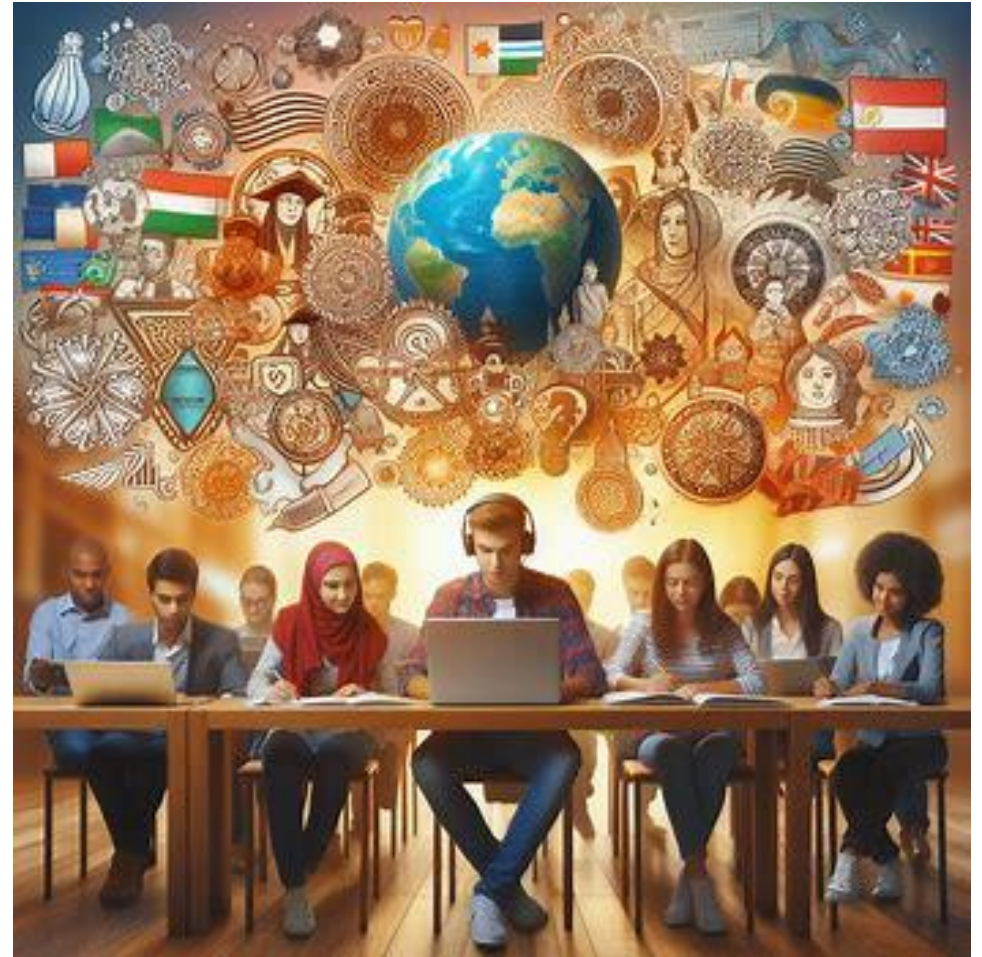




# Global Citizenship Education

Educational interventions that “empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world”.

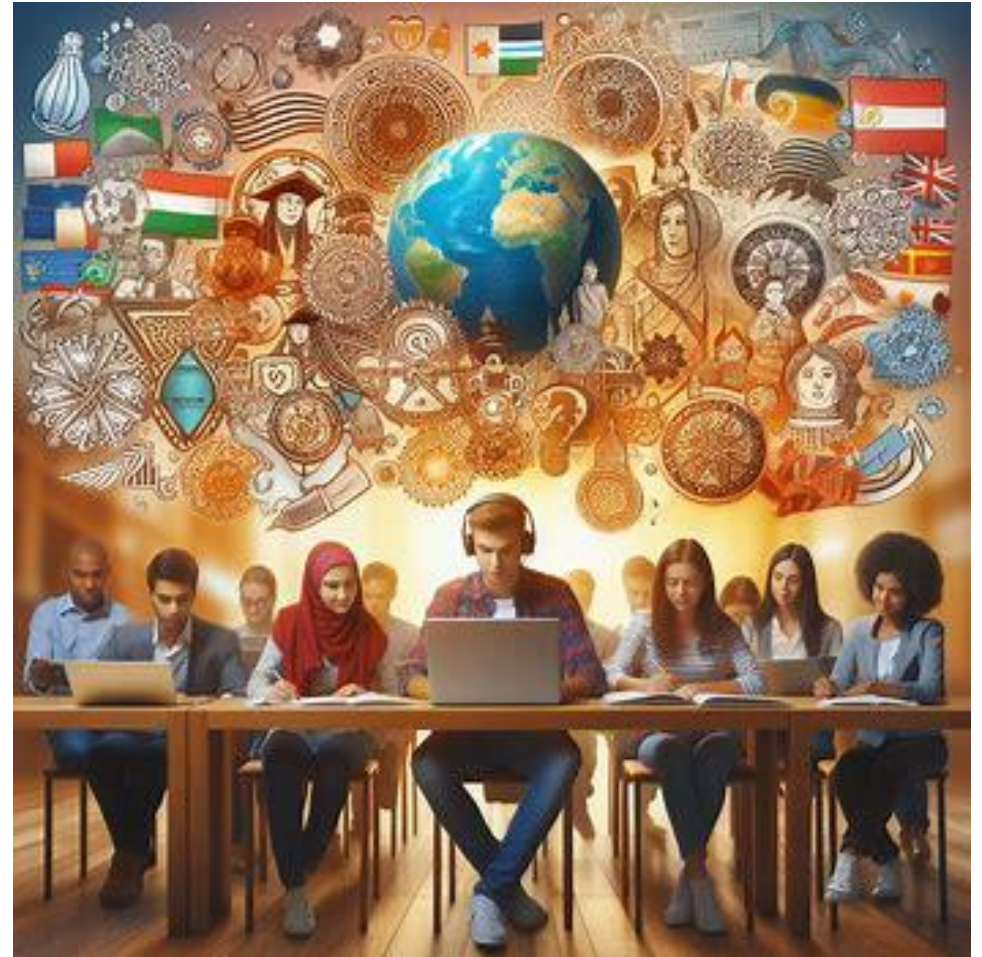
(UNESCO, 2014)



# Critical Global Citizenship Education

Enables learners to engage in “the analysis and critique of the relationships among perspectives, language, power, social groups and social practices”.

(Andreotti, 2006, 2014)



# Virtual Exchange (VE)

- pedagogically-structured online collaborative learning between groups of students in different cultural contexts and/or geographical locations (O'Dowd, 2018)
- combines the deep impact of intercultural dialogue with the broad reach of digital technology (EVOLVE Project Team, 2019)
- a strong catalyst in advancing the internationalisation of HE curricula, known as Internationalisation at Home (IaH) (Beelen & Jones, 2015)
- can prepare for, deepen or extend or even emulate physical exchanges
- prepares students for the globalised digital workplace (Crawford, 2021)
- promotes transversal skills (problem solving, teamwork, etc.)

## But ...

- VE practices are still electives available to some students only (EVOLVE Project Team, 2020)
- VE-based IaH is not inherently equitable and inclusive (O'Dowd & Beelen, 2021)
- can reproduce/perpetuate existing exclusion; create new, digital inequalities (Satar & Hauck, 2021)
- prone to Western hegemonies and colonial approaches (Helm, 2020)
- the terms under which the exchanges take place, can be influenced by
  - the teaching partners' academic positions
  - their linguistic competence, the linguistic competence of their students
  - access to and experience in the use of technology
  - institutional constraints (lack of support, acknowledgement, rewards)
  - gender, race, age
- - geopolitical challenges



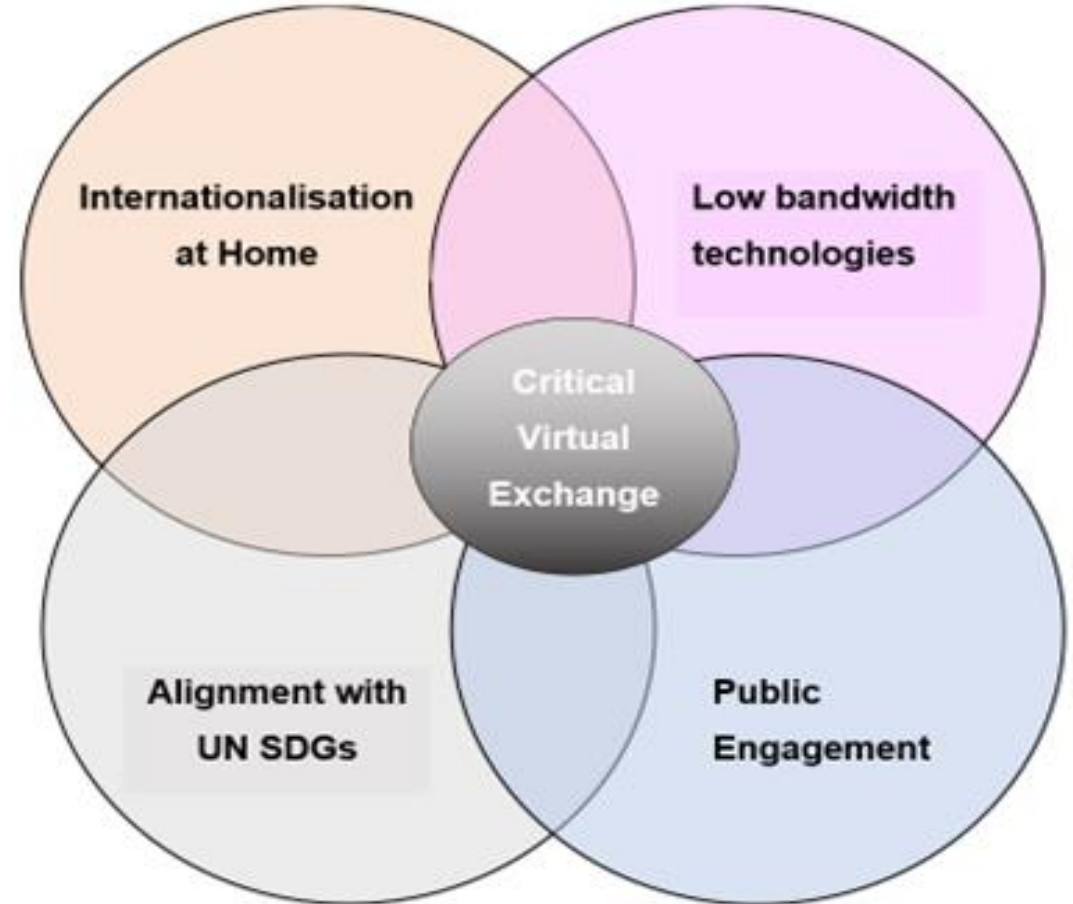
## And ...

- underestimation of political and social dimension of technology use
  - lack of awareness of the power dynamics created by educational practices
  - prioritisation of certain knowledges
  - reinforcement of social and epistemic injustices, colonial perspectives
- (Selwyn & Facer, 2014)

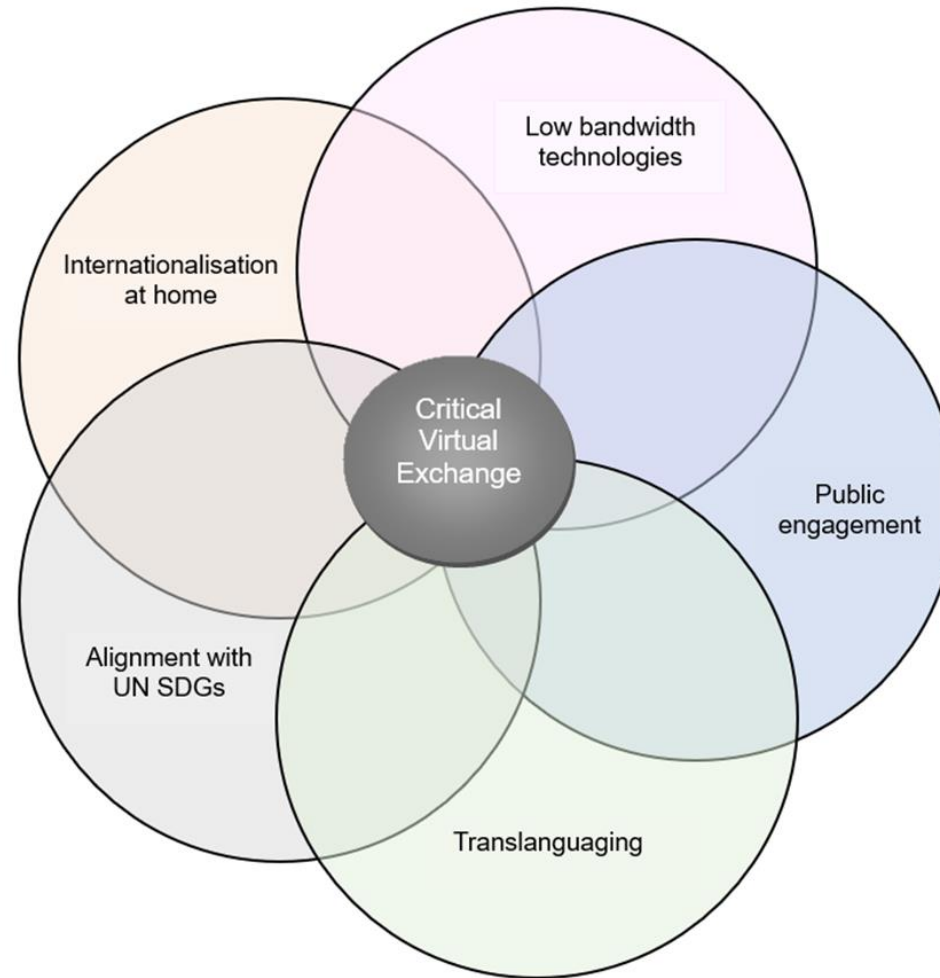
→ *We need yet to find out more about how processes of inclusion and exclusion play out in virtual settings (O'Dowd & Beelen, 2021)*

# Critical Virtual Exchange (CVE; Hauck, 2020)

- use of low-bandwidth technologies
- exchanges which specifically target student populations traditionally underrepresented in study abroad and/or IaH programmes (from low socio-economic backgrounds)
- alignment of VE project outcomes with the UN Sustainable Development Goals (SDGs)
- inclusion of local outreach activities, i.e. student contact with local businesses, NGOs, and non-profit organisations as part of VE projects



# CVE: a framework (Hauck, 2023)



# CVE (Hauck, 2020, 2023; Klimanova & Hellmich, 2021)

- an instantiation of **Critical Global Citizenship Education**  
(Andreotti, 2006, 2014)
  - has notions of power, voice, and difference at its core
  - requires critical engagement, reflexivity, and re-learning
- a vehicle for action, public engagement, and socio-political change
- addresses social justice, inclusion, coloniality at institutional and individual level



## CVE informed by/informing Critical Digital Literacy

- Examines how the operation of power within digital contexts shapes knowledge, identities, social relations, and formations in ways that privilege some and marginalize others. (Darvin, 2017)
- Equips learners with the tools to examine the linguistic and non-linguistic features of digital media, to identify their embedded biases and assumptions. (Darvin, 2017)
- Leverages digital technologies for social justice-oriented action and change. (Jiang & Gu, 2022; Mirra & Garcia, 2020)

# Critical AI Literacy

- overlaps with Critical Digital Literacy
- is context-specific
- is based on the understanding that 'literacy' is a 'social practice
- is specifically concerned with the perpetuation of epistemic injustices through Large Language Models (LLMs)
- puts the equality, diversity, inclusion, and access (EDIA) lens on the use of GenAI
- requires "self-reflective mindsets" (Chiu et al., 2024)
- is essential for a more inclusive and diverse AI education

## CVE informed by/informing Critical CALL/TELL

- [E]ngagement with issues of power and inequality and an understanding of how our classrooms and conversations are related to broader social, cultural and political challenges (Helm, 2015)
- The world is inequitably multilingual and technologized (Gleason & Suvorov, 2019)

## CVE informed by/informing Critical Diversity Literacy (CDL)

- an analytical orientation that allows a person to read social relations as one would read a text and to recognise “the ways in which possibilities are being opened up or closed down for those differently positioned within [...] specific social contexts” (Steyn, 2015, p. 381)
- CDL framework:
  - An understanding that social identities are learned and are an outcome of social practices.
  - The possession of a diversity grammar and a vocabulary that facilitates discussions of privilege and oppression.
  - The ability to ‘translate’ (see through) and interpret coded hegemonic practices.



# Agency

Critical consciousness and agency (Freire, 1970)

- ability to read the world critically
- ability to act in the world to change it

→ critical agency (Giroux, 1983; McLaren, 1995)

## Example 1: Reading the City and Making Your City Sustainable (Reljanovic Glimäng, 2022)

- Undergraduate students from three disciplines: multimodal communication (Argentina, n=21), tourism (Poland, n=21), and teacher education (Sweden, n=12)
- 10 international teams (one to three participants from each institution)
- English as a lingua franca
- Synchronous and asynchronous interactions
- Critical exploration of their respective urban environments through the lens of UN SDG 11: Make cities inclusive, safe, resilient, and sustainable (UN, 2015)
- Two iterations: 2020 and 2021
- Participants encouraged to use multimodal and multilingual resources to convey meaning in their online interactions.

## Example 1: Reading the City and Making Your City Sustainable (Reljanovic Glimäng, 2022)

First iteration (2020):

Task 1: Familiarizing with online tools in preparation for main project phase.

Task 2: Exploring the potentials of multimodal meaning-making by sharing and critically analysing popular/official websites of their respective cities with a focus on the stories and values they promote.

Task 3: Selecting and sharing examples of how their cities figure in aesthetic texts (literature, poetry, or music) to identify critical or controversial issues (colonialism, segregation, poverty, crime, prejudice, etc.).

Task 4: Working in cross-cultural teams and designing their own multimodal city-texts based on a critical theme chosen by each group.





## Example 2: Youth Entrepreneurship for Society project (Sevilla-Pavón & Nicolau, 2020)

- A model for new local employer/HE collaborations to support employability skills through CVE
- Business Communication and Management students from CUT (Cyprus) and UV (Spain) worked together
- Aim: to foster social entrepreneurship in ESP settings and students' 21<sup>st</sup> century skills (linguistic, intercultural, digital, teamwork)
- Via the HE engagement offices in both HEIs the students worked with local associations/NGOs
  - discussed and proposed solutions to their local communities' social issues
  - presented their own initiatives (digital campaigns and elevator pitches) in an online social entrepreneurship fair

## Example 3: Yanomami Documentary

- Students from Brazil (Centro Paula Souza) and Venezuela (Universidad Católica Andrés Bello) work in small cross-national teams
- Explore the challenges faced by the Yanomami indigenous communities living on the Brazil-Venezuela border
- Conduct interviews in both countries with experts working with Yanomami communities (via NGOs)
- Work with open access resources provided by UCAB's Center for Indigenous Studies (Amazon basin campus)
- Carry out research online



## Example 3: Yanomami Documentary (continued)

- Students experiment with GenAI applications during their collaborative work, e.g. *NotebookLM*  
analyses up to 50 sources (links, PDFs, YouTube videos, audio files, Google docs, Google slides etc.), extracts insights/summarises them, makes connections between topics, presents them in different formats
- Engage in a critical analysis of GenAI application(s):
  - evaluate their effectiveness, limitations, and potential biases in addressing complex social and cultural topics
  - prompted written/spoken reflections, focus groups
- Jointly produce a short informative documentary (Portuguese + Spanish) with concrete next steps how to tackle the most urgent challenges faced by Yanomami people

## CVE: Implications for VE research and practice

- Is a scalable strategy for Critical Internationalisation at Home and Critical Global Citizenship Education
- Will allow us to move from safe (hegemonic) to brave (non-hegemonic) VE where learners can engage in “thinking otherwise” (Reljanovic Glimäng, 2022)
- Can create new legacies based on an understanding of research as “living knowledge” (Facer & Enright, 2016): praxis knowledge that connects lived experiences on the ground – by students, educators, administrators and decision-makers involved in CVE – with the body of global critical knowledge in global citizenship education
- Can effect real change locally and globally through student CVE projects
- Can instigate transformative change at individual, institutional and – potentially – educational policy level





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