

Virtual exchange,
reaching the outside world from
within the classroom

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What we will cover

- Introduction to virtual exchange
- The scenario used
- The software/tools used
- Practical using virtual reality software on your smart phones
- Pros and cons, the practical side of all of this

Introduction to virtual exchange

- Panopto project
- EDGE - Global students
- Cost and carbon footprint
 - STM funding
- TNE projects
 - Reservoir of exchange students
- ERASMUS+ and Lebanon
 - People underpin it all

The scenario

SYRIAN REFUGEE CRISIS

FAMILIES FLEEING VIOLENCE

More than **11 million Syrians are on the run**, including some 5.3 million who have been forced to seek safety in neighboring countries. Inside Syria, more than 6.1 million people are displaced and **13.1 million are still in need of humanitarian assistance.**



1 in 6 people is a Syrian refugee

LEBANON

995,912



1 in 16 people is a Syrian refugee

JORDAN

657,628

TURKEY 3,506,532

SYRIA
6,100,000 million people
internally displaced

IRAQ
247,379

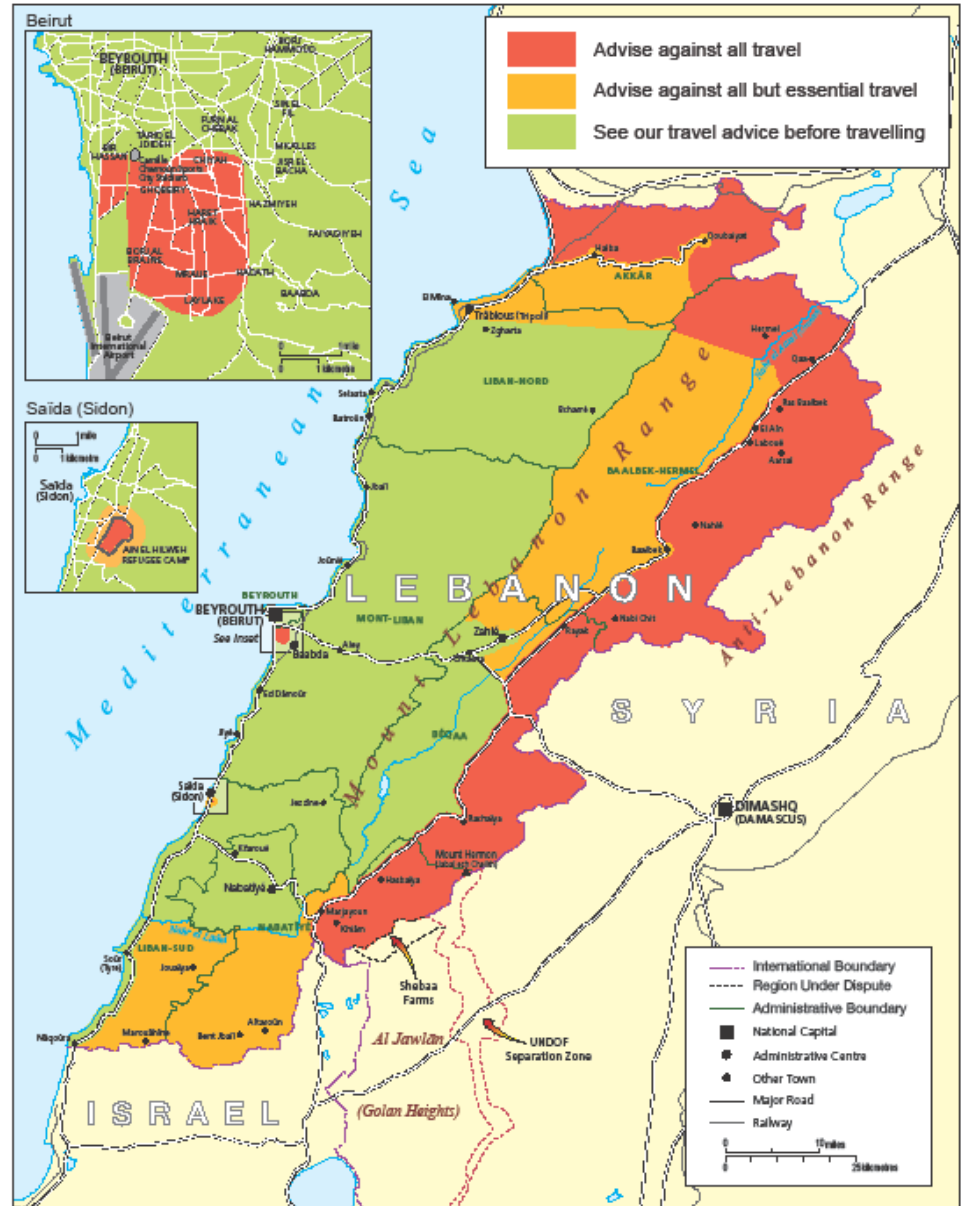
As of January 2018

Sources: <http://data.unhcr.org/syrianrefugees/regional.php>
hno-syria.org



The scenario

- Both UK and Lebanon have refugees
- M.U.B.S. work with villages and camps
- Public health challenges
- Semi-permanent camps



Investigating public health needs in refugee camps

- Use dynamic experiential learning
- Build the capacity of British and Lebanese students
- Improve cooperation between British and Lebanese students and scholars by increasing their understanding of international protocols, as well as corresponding protocols within each society

Investigating public health needs in refugee camps

- Break down stereotypes and increase understanding of different political, economic, and cultural perspectives, encouraging and empowering British and Lebanese students and scholars
- Explore perspectives on difficult issues in an academic safe space prior to their entrance into their professions, where pressing deadlines, security challenges, and employer/employee power differentials can exacerbate cross-cultural misunderstanding, inhibiting open and balanced exchange of ideas.

Investigating public health needs in refugee camps

- **Week 1**
 - Introduction session and PBL assignment brief through a videoconference – 4 way
 - Ice breaker
 - Formation of student groups
 - Initial contact for student groups
- **Week 2**
 - Reporting progress through videoconference
- **Week 3**
 - Group work continues
 - Guest lecture from camp staff
- **Week 4 - 7**
 - Finalise interview plan for Lebanese students
 - Visit camp and gather data – thematic analysis
- **Final week**
 - Lebanese students present findings for each group

The software and tools used

- Videoconferencing
 - Cisco Jabber
 - Skype
 - Panopto/Camtasia
- Panopto web cam and microphone
 - Tripod and extension cable
- WhatsApp
- Outlook
- Ricoh Theta V – 4k – plus software
- YouTube
- Google Cardboard
- Stanford EdEx

Practical



The practical side

- Time zones
- Cisco Jabber vs Skype vs Conference Suite
- WhatsApp vs Google Hangouts vs Skype
- EdEx vs Moodle vs MetConnect
- 360 cameras and viewers
 - Ricoh (awesome) / Samsung Gear (fuzzy) / Kodak PixPro (stitching) / Garmin (cost) / GoPro (cost)
 - Cardboard vs Oculus Rift/HTC Vive etc.
 - Discomfort and motion sickness

How can you use all this?

- Take a few minutes
 - Write down PBL type exercises used in your teaching
 - Write down any TNE work you do and what topics are covered
 - Consider where you can use virtual exchange
 - Internet capability is paramount
- Take a few minutes
 - Where could virtual reality **ADD** to your teaching
 - Get past the gimmick!
 - Liven up boring content
 - Use where it truly adds something new to your teaching
- Handouts



THE END - ANY QUESTIONS?

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