**Sequence and Description of Activities:**

1. **Project Introduction and Google Drive Orientation**

After initial coursework on the themes and relevant readings, the VE project is introduced to students in each respective university in week 5 or 6. Students will be able to clearly identify the purpose of the project, their roles, and expectations. They will also review the material on Google Drive to identify upcoming tasks and deadlines. The Google Drive will also include some background on the different institutions and links for students who wish to learn more about the other group.

1. **Shared Icebreaker Activity**

This activity will be conducted via Padlet as soon as the VE project is officially launched. Students from both universities will participate and respond to questions and scenarios pertaining to intercultural communication differences between Lebanon and the United States. This activity will also allow them to brainstorm ideas for their upcoming interviews/collaborative questionnaire.

1. **Individual Prepwork**

The UF group will begin preparing their interview questions while the LAU group will work on their collaborative class questionnaire. This will be done separately as the nature of the courses and data collection methods used are different.

1. **Assigning Dialogue Groups/Data Collection**

In the meantime, course instructors will assign small dialogue groups (4-5 students from both institutions) and set guidelines for students to communicate via Zoom (or, as backup, WhatsApp voice memos) over a two-week span for the synchronous component of the VE. UF students will use this opportunity to interview LAU students and complete their primary research collection. Even though LAU students will administer their questionnaire asynchronously via Google Forms, this could be an opportunity to connect with UF students and include their interactions in their final reflection section.

This international dialogue will serve as scaffolding for two *separate*, though *parallel*, major assignments:

In Azzi’s “Advanced Academic English,” students will create an attitudinal survey (mostly quantitative data collection with open-ended questions), administer the survey to UF students, reflect on the survey results in small synchronous study groups (back at LAU), and incorporate their reflections into their final assignment (likely the results and discussion section of an IMRD paper).

In Manganaro’s “Arabs in America,” students create interview questions and follow-up questions, administer interviews synchronously to LAU students, reflect on their interview results in synchronous class sessions (back at UF), and incorporate their relevant interview-based “primary research” into their final assignment (a 2,750-word research essay on the Middle East).

1. **Post VE: Data Analysis/Final Reflection**

LAU students will then use the data generated to complete the method/results section of their empirical paper (an oral presentation), focusing on their specific research angle. They will also write their final reflection as part of their discussion section (approx. 1,000-1,500 words) in which they discuss the nature of intercultural exchange and the experience of VE, while offering recommendations  and discussing limitations.

UF students will use portions of their interview answers in their final research paper, and also reflect on their VE intercultural dialogues both during synchronous class discussions and in their final portfolio. The portfolio is a 1,000-word reflection of what students learned in the entire class, and at least 500 words will be a specific reflection of the VE component: students will analyze their competency with the 5 VE outcomes, and reflect more broadly on their personal reactions to the experience.