**Sequence of Activities**

Before starting the course, the professors will choose the topics for the video calls, and present the students with a program and calendar for meetings with their counterparts in Cantabria or Florida. These themes could be:

1. University Life and Career Choices
2. Interviews: Job Search
3. Success: Critical and Soft Skills
4. Communication: Social Media Marketing
5. Networking: Internationalization strategies
6. CEOs at Ted Talks: Presenting your Dream Company
7. Social Responsibility: Making a Difference
8. Handling Crisis: Case Studies

Examples of the type of activities for the first unit are as follows:

**Icebreaker 1:**

Photography to explore culture: We will use the book [*Toy Stories* (Links to an external site.)](https://mymodernmet.com/gabriele-galimberti-toy-stories/), which documents children around the world surrounded by their favorite toys. These images will prompt conversations about growing up in a particular country. Students will upload/share a picture about their favorite toy when they were children so that they can know each other better. They will have to explain their significance in personal terms as well as in relation to their culture.

**Icebreaker 2 :**

Visuals for comparison. We will also use the book [*East meets West* (Links to an external site.)](https://qz.com/567479/the-cultural-differences-between-east-and-west-according-to-one-artist/), to foster the conversation/presentation about who they are and to further explore cultural differences.

 **Icebreaker 3:**

 Students will work in pairs. Each student will post their favorite place in their current city and a brief description of why they like it or what they like to do there. Then, each student has to post a place that they have visited or would like to visit in their partner's country. The third post will be where would they like to travel on their next trip. Finally, they could choose a common place and describe what they would like to do there. Each student must use the target language in their posts in order to practice. This could work as a brief ice breaker and could be complemented with their communication via Zoom/Whatsapp.

Students will take turns to discuss their experiences or memories in the places that they have visited. Each participant is supposed to speak for about three minutes. Then they will both collaborate to create a post about a common place that they would like to visit.

This activity would be completed prior to the virtual exchange, except for the place in common that they would choose during their conversation.

**Initial Activity** (through Padlet):

It is a timeline about the topic University life and Career Choices (1st module of our course syllabus) so that students explain their background and future academic and professional goals. They can upload pictures that prompt conversation. It is a basic activity with a view to enhance conversation in the foreign language through visual strategies and direct instructions. It is also an activity to know each other better so they can rely on personal information and anecdotes they can share.

At the end, they should also compare expectations and reflect on cultural differences that could influence their decisions (eg the importance given to voluntary work and the gap year in the US, or the attitudes and possibilities to study in a different hometown than one’s own in Spain).

Likewise, the students will be provided with some materials for when it is their turn to act as a guide (instructor) in their native language, for example, an outline of ideas, possible questions and strategies that will allow them to direct the conversation. At the end of each video call, each participant will fill out a brief report to provide feedback to the person they spoke with and to review the lessons learned during the session. When it is the students’ turn to act as learners, they will have to prepare a brief speech and questions (flipped learning Quiz) prior to the meeting, covering both content and grammar and culture. This task will be facilitated by the readings and working on other preparatory materials. The professors will explain how the sessions Will work, providing the aforementioned materials and supervising their use. In addition, in order to record their work and later review what they have learned, the students will prepare a diary in which they reflect on what they discussed with their partner in each session (vocabulary, expressions, structures, etc.). Therefore, the diary should demonstrate the results of the autonomous and inverted learning made possible by the preparation work prior to each session (at least the speech and flipped learning Quiz elements).

Finally, the students Will complete a collaborative project on marketing and advertising. To do this, they will receive the following information on content, objectives and tasks, even before the first session:

**Project description/objectives:**

Students will work on a collaborative project about creating an advertising campaign. The idea is to create or choose a product/service that they would like to sell in Spain and in the US. In order to create the ad they will have to decide how to go about creating an infomercial video/Flyer/ Or campaign using social media in order to make sure that the product/service reaches potential shoppers in Spain and in the US.

**Sequence of activities:**

* ask for both collaborative and individual parts
* use scaffolding; relate topic to others or smaller units
* use flipped learning (students prepare topics/material in advance before all lessons)
* provide language support (prompts to facilitate conversation during collaboration and at the final stage for the actual presentation of the project)

**Tasks:**

**1) Analyzing cultural products:** This task could be a perfect start to understand similarities and differences in a chosen product in both countries. It would be the first step in the process of thinking about the advertising campaign or ad that will be created collaborative. Analyzing cultural products will give them insights on how to approach the ad/campaign design.

**2) Making cultural translations/adaptations:** They could take turns to make culturally appropriate translation/adaptation of a common product/ service. This task would give them the opportunity to notice any differences on how products and services are showcased in both countries. Likewise, it would allow them to discuss about cultural perceptions and preferences.

**3) Collaborating on product creation:** This would be the creation of the actual video/flyer/posts on social media advertising a product/service in both languages and targeting both countries. The infomercial must target both cultures in some way. The previous tasks would have allowed them to understand cultural differences, as well as similarities in order to create the collaborative ad

\*Note: Although it is not possible to hold the videoconferences during class due to the time difference between Spain and the United States and they must be completed as complementary activities outside the classroom, the students will make a record of the calls. On a weekly basis, the professors should receive a report on the number of video calls made, and they will also read the feedback reports prepared by each tandem partnership to check that the students are making good use of the virtual meetings.