

Step Two: Create an activity or assignment you want your students to do

Objective: What is your learning goal? What do you want them to do with this? Which of the AAC&U constructs do you think fits best?

Goal: Curiosity - be motivated to learn about host culture

Activity: what do you want students to do?

Activity "Draw Your Country" 1st ask students to draw from memory what their host country looks like on a map. then ask more in depth questions -> what money is used,

Assessment: How will you know? What I can collect from students to show that they met the objective?

Do this on worksheet

facilitated by peer advisers/
orientation
volunteers

what religions?
gender systems &
values?

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skills
verbal
mileston
#2

Identify non-verbal communications prevalent in spanish culture

Activity: what do you want students to do?

(video) record a conversation among Spaniards or use a clip from movie/TV show identify non-verbal communication.

Assessment: How will you know? What I can collect from students to show that they met the objective?

List of gestures they identify, notice see if id correctly

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I would like students to recognize that they have cultural biases -> benchmark 1, cultural self-awareness

Activity: what do you want students to do?

Play Banga! (Sivasailam Thiagarajan)

Assessment: How will you know? What I can collect from students to show that they met the objective?

By a post-Banga debrief session; ask students (maybe to write down) what they learned; how they dealt with it, and how a similar situation may present itself when they are abroad.

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SKILLS - empathy - CAPSTONE INTERPRETS INTERCULTURAL experience from the perspective of own and more than one worldview ---

Activity: what do you want students to do?

LOOK AT A WORK OF ART they hate and describe and document it. Research it, and talk to ^{one or more} locals about the work - describe their reactions, and

Assessment: How will you know? What I can collect from students to show that they met the objective? ^{WHAT your research found -}

A paper explaining initial reaction, local reaction and research. Students will note differences!

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Develop curiosity and learn to think ~~openly~~ about ways to ask questions and learn more.

Activity: what do you want students to do?

Take a picture of a piece of graffiti or street art. Ask a couple of locals what the significance is.

Generate 2-3 additional questions this has raised for you.

Assessment: How will you know? What I can collect from students to show that they met the objective?

The depth and range of additional questions— are they superficial, or do they speak to deeper level cultural aspects.

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Cultural Self Awareness

Activity: what do you want students to do?

Attend a religious service, either in their own faith tradition or another. What is different. Learn why.

Assess your reaction (positive/neg or comfortable/uncomfortable) and account for it

Assessment: How will you know? What I can collect from students to show that they met the objective?

Journal account of experience.

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cultural awareness & self-awareness

Activity: what do you want students to do?

mid-term → describe an incident (memorable) that you experienced on your study-abroad program

after return to ~~the~~ home institution → re-examine incident - are your conclusions the same? why? why not?

Assessment: How will you know? What I can collect from students to show that they met the objective?

both written assignments will (hopefully) show growing awareness (or lack of)

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- cultural awareness
- understanding of other world views
 ↳ respect

Activity: what do you want students to do?

- write a letter to themselves (IPEX students)
- journal (UGRAD)

Assessment: How will you know? What I can collect from students to show that they met the objective?

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Cultural self-awareness
Knowledge of cultural worldview frameworks

Activity: what do you want students to do?

Identify a time when you were confused or frustrated about something in your host culture. Explore how what you experienced was different than what you would expect in your home culture. Why might these differences exist?

Assessment: How will you know? What I can collect from students to show that they met the objective?

complete a reflective essay

What is it about the cultural context of your host country that what you experienced makes sense.

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Demonstrate an understanding of the history, values, politics, communication styles, economy or beliefs and practices.

Activity: what do you want students to do?

Demonstrate an openness to suspend judgment -- use non-evaluative language.

Find a material cultural artifact that you came across during your study abroad experience. Write an essay which articulates what aspects -- values, attitudes, history, political -- of that culture is best represented through that artifact.

Assessment: How will you know? What I can collect from students to show that they met the objective?

2-page essay articulating the above.

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I want students to become aware of the American cultural stereotypes they identify w/ and those they don't. This corresponds to Knowledge

Activity: what do you want students to do?

Think of 1 cultural stereotype that fits them & 1 that doesn't.

Cultural Self-Awareness
It will help them understand that not all foreign will fit all cultural stereotypes they have.

Assessment: How will you know? What I can collect from students to show that they met the objective?

Have them write a short essay.

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Curiosity > Knowledge
Learn about how spaces are used in the local culture

Activity: what do you want students to do?

Map a location: detail all the things from a specific location that wouldn't appear on a map

Could also ask them to compare with similar site at home - especially as pre-dept activity

Assessment: How will you know? What I can collect from students to show that they met the objective?

Collect maps - present to a class and submit a reflection on comparing the two diff. maps & the process

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2) Obtain understanding of social/historical systems in culture 2 that students can observe, interpret, express.

1) Learn the dynamics of culture / social systems at the theoretical level
Activity: what do you want students to do?

- observe - photos, trips, classroom, books - note as many cultural artifacts as possible - from language & behavior to food (architecture etc) Yours + Theirs

- Interpret = participate in class, social, tourism, physical, food, bureaucratic activities that put the student in a learning situation. i.e. cook, not only eat do the docs - not how

Assessment: How will you know? What I can collect from students to show that they met the objective? done for the

1) reflection + discussion

2) pre student presentation + discussion

3) paper on learning process - artistic production comparative assignment

i.e. Art Production. play on the term - not watch on TV.
1) student
a) define art
b) specified an artistic concept
c) create a methodology of a process + implement it
d) show the work + receive criticism