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 a worksheet facilitated by peer advisors/orientation Volunteers

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?

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 movies/tv shows.

Identification of 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
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?

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 Banjo! (Sivasailam Thiagarajan)

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

By a post-Banjo 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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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?

Skills - empathy - comparing interpreters' intercultural experience from the perspectives 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 the locals about the work - describe their reactions, and what your research found.

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

A paper explaining initial reaction, local reaction, and research students will note differences.
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?

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.

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?

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.
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?

- 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 home. Re-examine incident: are your conclusions the same? Why not?

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

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

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?

- cultural awareness
- understanding of other world views
- respect

Activity: what do you want students to do?

- write a letter to themselves (IREX students)
- journal

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

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 can collect from students to show that they met the objective?

Complete a reflective essay

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?

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

Activity: what do you want students to do?
Find a material cultural artifact that you can across during you 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 can collect from students to show that they met the objective?

2-page essay articulating the above.
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?

I want students to become aware of the American cultural stereotype they identify with 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.

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

Have them write a short essay.

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?

Curiosity > 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 part of a field 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.
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?

2) Obtain understanding of social/historical systems in cultural 2 (that students can observe, interpret, express, understand)
   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 - write 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 doers - not how done by the

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

1) Student production: play on the team - not watch on TV
2) Oral report & presentation
3) Peer student presentation & discussion
4) Papers on learning process
   a) Artistic production
   b) Comparative assignment
   c) Create a methodology of a process & implement it
   d) Show the concept & receive criticism