#1. Description of student academic progress is monitored and Experiential Learning Plan with SLOs: Exploring Spain’s past in the present through art, language, architecture, food and tourism

Aloha, students. While you undertake your Spanish language study at International College of Sevilla, I will be your direct contact with the University of Hawai‘i at Mānoa. My role as Resident Director includes monitoring your academic progress as well as your attendance and level of participation, facilitating and mediating in any academic issue that arises in your study, and insuring your final grade is properly transmitted and recorded as UHM credit. As an experienced Resident Director, I'm also available for counseling and assistance in your adjustment to life in a new and different cultural environment. I will be available everyday at the ICS for individual meetings without prior appointment. In addition, you will have my cell phone number which you may call at any time while we are in Spain. I will also offer tutoring sessions for students needing additional academic support. We will meet as a group once per week during the term in order to discuss your adjustment to the program and to life in Sevilla, and to talk about the experiential research that you will be expected to do in addition to your language study.

Experiential Learning Plan:

Seville, Spain is an important historical cultural center as it was originally an Iberian town, then under Roman rule when finally in 711, fell under Muslim rule for about 800 years. In 1992, Seville became the center for Spanish exploration to the New World where it flourished due to the exploitation of wealth and resources of the Americas. 1992 marked a new period of growth for Seville with a burst of urban development in preparation for hosting the Universal Exposition, Expo '92. New roads, trains, and hotels were built, developing the modern tourist infrastructure. Today, Seville is the capital of the autonomous community of Andalucía.

For our experiential learning project, students will learn about Spain's cultural and historical diversity as represented through art, architecture, language and food. Seville's history, art and architecture by exploring and interacting with the contemporary cities of Seville and Córdoba and the country of Morocco. Each week, students will have the opportunity to visit, learn about and analyze different points in history and how it is visible in contemporary Seville. Each week, students will explore and respond to guided questions about the forms, roles and functions of history is visible in the present. Our ELP program will have a Laulima Site set up where students will answer questions and reflect on their observations and learning experiences on the Laulima CLOG (Collaborative Log) Students will also share photos illustrating their experiences, observations, analyses and reflections.

This project, outlined below, is designed to raise student awareness of Spain's past through the present as represented by art, language, architecture, food and tourism. This project will increase knowledge of Spain's rich cultural diversity by working with you, individually and collectively, within their levels of comfort and capacities. The experiential learning project will count for 20% of your final grades. The remaining 80% will be the final grades provided by the host institution.

SLO's: At the end of the program, students will be able to:

• Demonstrate awareness of your own cultural values and biases and how they impact your ability to work with and relate to others
• Demonstrate knowledge of diversity with a focus on the population (both local and international) encountered in Seville.
• Communicate appropriately and effectively (with a focus on improvement in the target language over the course of the program) with diverse individuals and groups.
• Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.
• Communicate and report on Spain’s history
• Describe and analyze Spain’s cultural diversity as expressed through art, architecture and food and language
• Develop cultural awareness of contemporary Spain
• Respect cultural differences (ILO 3)
• Work cooperatively and collaboratively
• Demonstrate an increased capacity to analyze issues with appreciation for Seville and Spain’s rich history.
• Demonstrate knowledge of diverse historical periods in Spain and compare these historical periods through art, architecture, food and language
For example:

**Week 1**, students will learn about Spain’s Roman past. I will pose a series of questions about the contemporary presence and the historical importance of Spain’s Roman past and give them a list of suggested visits. For example: in Seville: the Museo de Arqueología, Triana, Itálica, Palacio de la Condesa de Lebrija. In Córdoba: the Roman Bridge. Students will also learn about Rome’s influence on the Spanish language and traditions: For example Calle Betis and the Betis Athletic Club.

**Week 2**, students will learn about Jewish history and Sephardic traditions in Seville. I will pose a series of questions that students will respond to on CLOG about Jewish traditions past and present in Spain. Students should visit at least one of these places: Barrio Santa Cruz, El Centro de Interpretación de Judería de Sevilla and the Inquisition Museum. In Córdoba: the Statue of Mímónides and the Jewish Quarter.

**Week 3**, students will reflect on 1492 and post 1492 Seville. I will ask them to respond to questions about the significance of the discovery and Conquest of the “New World” and how it is represented in modern day. Some suggested visits are: El Archivo General de Indias, Plaza de las Américas, Statue of Simón Bolívar, the Capilla de los Navegantes in the Alcázar, el Paseo de Colón, el Hotel Colón, la Fábrica de Tabacos, el Monasterio de la Cartuja and the Columbus Monuments, and the Guadalquivir River where ships from the Americas would sail and land in Seville.

By **Week 4**, students will have visited both Córdoba and Morocco during the program’s scheduled excursions. Students will be asked to compare contemporary Morocco with what they have learned about Spain’s Moorish past and connect with Spain’s presence. Some suggested visits are the Alcázar (Catedral- la Giralda, Patio de los Naranjos-, Macarena Walls, Casa de Pilato, Arabic Baths in the Calle Mesón de Moro, and la Torre del Oro. In Córdoba: La Mezquita and the Alcázar de los Reyes Cristianos.

**Student Learning Outcome Assessment Rubric. Students will be assessed weekly**

<table>
<thead>
<tr>
<th>Assessment of Student Learning Outcomes</th>
<th>Below expectations</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
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</thead>
<tbody>
<tr>
<td><strong>Insights and understandings</strong></td>
<td>CLOG entries</td>
<td>CLOG entries respond to questions asked. Student has visited a location and sufficiently reported on Spain’s history.</td>
<td>CLOG entries engage with questions asked and fully described, with examples of history coexisting with the present.</td>
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<tr>
<td>Demonstrates an increased capacity to analyze issues with an appreciation for historical and cultural differences.</td>
<td>CLOG entries fail to appreciate or notice cultural differences or understand their basis.</td>
<td>Notices and records important historical and cultural differences.</td>
<td>Actively seeks out and discovers novel examples of the historical and cultural legacy and thinks critically about the basis for differences.</td>
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<td><strong>Synthesis of experience</strong></td>
<td>CLOG entries lack comprehension of historical significance on modern day Spain.</td>
<td>CLOG entries adequately reflect historical significance of places studied.</td>
<td>CLOG entries fully reflect comprehension of the historical significance of places studied and show insights on meaningful cultural learning.</td>
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<tr>
<td><strong>Photographic Evidence</strong></td>
<td>No pictures in CLOG or pictures that do not reflect written text.</td>
<td>Some CLOG pictures that reflect written texts.</td>
<td>All CLOG pictures accurately reflect and exemplify written texts.</td>
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<tr>
<td><strong>Work cooperatively and collaboratively</strong></td>
<td>Poor attendance, participation in ICS programs, including excursions.</td>
<td>Regular attendance and active participation in ICS programs.</td>
<td>Applies classroom and excursion learning independently on a near-daily basis.</td>
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