

Eve N.F. Millett

**UHM Summer Faculty Resident Director Application
Angers, France**

1.Narrative of Student Monitoring Experiential Learning Plan that Incorporates the Study Abroad Student Learning Outcomes

In order to make sure the students are able to succeed, I will first monitor the students by seeing what course they have been placed into via the placement exam. I will make sure that they are placed into the proper course in order to receive the UH Mānoa credits they are seeking. From there, I will monitor the student's success by being present on campus everyday so that I can monitor student attendance. I will also be available to them if they have any questions or concerns about their academic work, homestay, or cultural difficulties they may encounter. I believe it is very important to have a constant presence on campus, because it is important for students to feel that they have someone they can turn to. This is especially crucial when students are receiving their first graded exams for the courses since the French grading system is very different from the American system. For example, in France a score of 12 out of 20 is looked at as equivalent to a B in America. Besides being present on campus, I will have weekly meetings with the students to monitor their progress and to make sure they are aware of all the opportunities that Angers has to offer them. From these interactions, observations, Experiential Learning activities, and grades from the host institution, final grades will be calculated.

As I stated before, I will be available to the students on campus everyday. In addition, I will offer tutoring after school if anyone is having difficulties or questions with their academic course work. Students will have my phone number as well, if any questions or concerns come up in the evening. Besides being available on campus, students will take part in weekly meetings with me. These meetings will be with the entire group either at the school or at an office campus location nearby. I will also plan different outings, including visiting the Musée des Beaux-Arts, visiting the Château d'Angers, picnics in the Jardin du Mail for the students and their host families, and attending the Bastille Day celebrations. With these outings, along with the different Experiential Learning activities, I will have students engage with the Student Learning Objectives (SLOs).

In addition, I will have regular check-ins with the host institution professors to monitor how the students are doing in their coursework and to determine whether I need to speak with the students about missing coursework, class attendance, or coursework difficulties. This will allow me to best support the student's academic work.

For the Experiential Learning activities, I want students to learn about the French culture and people, but also to learn about themselves and how to examine their communities at home. It is essential that my students learn the importance of engaging in cultural exchange, because with different world issues we are facing, such as global warming, it will be important for students to obtain skills to interact with people from

different cultural backgrounds. The activities that I have proposed below will allow the students to maximize their engagement with the Student Learning Objectives. As there are three activities required prior to departure, I will be able to work with the students to make sure that they understand how they need to engage with the activities. I hope this will make them very prepared to participate in the other activities once we arrive in Angers. Through the activities and my mentorship, I know that the UH Mānoa students will make the most of their study abroad experience in Angers. As I too studied abroad in Angers, I will be able to make sure that students truly get to understand Angers and get to know its people. With my work in academic advising, students will get to have opportunities to reflect on their personal growth while on study abroad, which will help them connect to their academic experience at UH Mānoa. I want students to be able to leave the program able to explain to anyone they meet in the future what skills they learned on study abroad that make them the best candidate for any job and be the best person they can be. To help students reach this level of knowledge and experience, they will participate in the Experiential Learning activities that I have outlined below. This is the way I will write the plan for the students.

Experiential Learning Plan

Bonjour! As your Resident Director for the Angers, France 2022 program, I am excited to welcome you to this wonderful opportunity. My job is to make sure that you make the most of your study abroad experience in Angers, by supporting/ monitoring your progress in the program by being available to you on campus at UCO, through weekly meetings, and by participating in outings. In addition, you will be required to participate in Experiential Learning activities that will assist you in meeting the Student Learning Objectives of the Study Abroad Center. Below is the list of the Student Learning Objectives:

1. Demonstrates an awareness of own cultural values and biases and how these impact their ability to work with others.
2. Demonstrates a knowledge of diversity with a focus on the population or topic of interest in the specific Study Abroad program.
3. Communicates appropriately and effectively with diverse individuals and groups.
4. Demonstrates an increased capacity to analyze issues with appreciation for disparate viewpoints.

To meet the Student Learning Objectives you will be required to partake in three different activities. These activities are subject to change to adhere to any COVID19 protocols.

#1 Instagram Activity – You will create an Instagram account for your study abroad experience. Before you leave for Angers, you will create three posts with captions. First post, you will explain who you are and why you have decided to study abroad. Second post, you will discuss what your values are and how they impact the way you see the world. Third post, you will discuss any fears you have while studying abroad, any biases you have, and how you will work to be aware of your biases while on study abroad and

work towards being open to all people and opportunities you will encounter. While you are in Angers you will be posting twice weekly (eight posts total) answering different prompts that I will provide for you, including, but not limited to, your reaction to being in Angers, interviewing your homestay family, and participating in an activity with your fellow classmates that you will react to in the post. This Experiential Learning activity will help you to catalog your experiences in Angers, and make you think more deeply about the different interactions that you are having while in the program. (SLO #1,2)

#2- Vlog- You will also create a Vlog or short video(s), uploaded on YouTube, sharing your experiences in Angers. This will require you to speak with your host family in Angers and your fellow UH Mānoa students. You will be looking at the differences between the community in Angers and your community at home, whether it be in Hawai'i or elsewhere. This will be a reflective piece(s) that will allow you not only to understand Angers better, but also to understand the differences and how we as a world community can work together to create a positive exchange. (SLO #2,3,4)

#3- Final Reflective Letter- To help you reflect on all of the experiences that you have had in Angers, you will complete a final letter to yourself. You will discuss what you learned in Angers. This will not only be discussing your coursework, but more importantly, you will reflect on the growth and understanding you have had as a person. What did you learn about yourself? What changes will you make when you return home to incorporate new ideas that you have learned? How does this experience impact your relationship with your Hawai'i community?, etc. I encourage you to incorporate photos, art, poetry, and other mediums in your letter. (SLO #4)

Students will be provided rubrics for each activity. Please find an example below.

Learning Outcomes	Unacceptable	Acceptable	Exemplary
Demonstrate awareness of own cultural values and biases and how these impacts their ability to work with others. 5 points	Student: -does not demonstrate cultural awareness or discussion -does not recognize/discuss personal biases -does not discuss/comprehend the impact on working with others	Student is able to: -discusses cultural awareness -recognizes/discusses personal biases - recognizes the impact of working with others	All criteria are met, and student addresses any challenges they are facing regarding biases and working with others.
Demonstrates knowledge of diversity with a focus on the population or topic of interest in your Study Abroad program 5 points	Student: -does not understand French culture and rejects learning about it and adhering common French cultural norms.	Student: -is able to understand French culture and adhere to most French cultural norms. -generally, participates in activities related to French culture.	All criteria are met and student takes initiative to learn more about French culture.
Communicates appropriately and effectively with diverse individuals and groups 5 points	Communication is: -nonexistent or unclear -disrespectful -is not appropriate for the conversation.	Communication is: -clear -respectful - appropriate -adds to the conversation.	All criteria are met, and the student articulates their points well.
Demonstrates an increased capacity to analyze issues with appreciation for disparate viewpoints 5 points	Student: -does not analyze the prompt -is unable to look at/address the prompt from multiple viewpoints.	Student: -is able to basically analyze the prompt -is able to look at least one other perspective.	All criteria are met, and student is able to discuss multiple perspectives regarding the prompt.
Written Reflections 5 points	Written reflection: - is late. -does not answer the prompt. - many grammatical errors. -is incoherent.	Written reflection: - answers the prompt. -meets the pages minimum.	All criteria are met, and student provides well thought out discussion.

Grades will be based on the following scale:

100 – 90 total points = A

89 – 80 total points = B

79 – 70 total points = C

69 – 60 total points = D

59 total points and below = F