

## 1.

### **Narrative of Student Monitoring and Experiential Learning Plan that incorporates the Study Abroad Student Learning Outcomes**

I plan to monitor the students' progress by working to make sure each student is correctly placed in the appropriate class for his/her level, by meeting with students regularly during the month for conversation and tutoring, and by consulting and using the comments and grades by the host institution instructors.

I will be available to the students on a daily basis for tutoring and advising. I will have daily office hours that will be accessible to students. They will have my telephone number if they have any need or question during non-school hours. I will make sure that they are placed in the correct groups and doing their assignments. I will frequently discuss with their instructors their progress in their classes. When a group change is necessary, I will make sure it happens.

Once students are settled into their classes I will spend time each day at the school, regularly, either before or after class, so students will know where to find me easily. Once a week we will have a regularly scheduled meeting, either at the school or a nearby location. We can discuss any upcoming events or excursions, and make any necessary announcement. I plan on doing activities that promote group unity, learning and help achieve the Study Abroad Student Learning Outcomes: visits to museums/château, concerts, dinner for host families, picnics, We will discuss the four Study Abroad SLOs and their personal experiences pertaining to the SLOs at this weekly meeting. The fact that the students will be living with host families will benefit them greatly in achieving these objectives.

During the semester I will meet with each instructor and discuss the students' grades. I will report the grades provided by the host instructors at the end of the semester (75% of total grade).

I will start helping the students attain the Study Abroad SLOs during our student orientation meetings. Having lived in Angers many times I will tell them real-life experiences of what to expect and respect. I will have the students get information about the excursions and areas we plan to visit. I will give them a practical list of items to take with them before arriving in France. I will plan excursions and activities that will give the students a real perspective on every-day life in France. I will recommend places to visit and things to do so they can gain more knowledge of the culture and language.

I will incorporate the following student assignments relating to the learning outcomes:  
Experiential Learning Plan for Angers Study Abroad Program (25% of total grade)

This exercise, outlined here, is designed to raise awareness of the use of culture as an engine for economic prosperity. This exercise will build awareness of this central issue by working with the students, individually and collectively, within their levels of comfort and their capacities. This goal will be met through helping the students to

- Demonstrate awareness of your own cultural values and biases and how these are resources and constraints when working with others (fellow students and foreign nationals.)
- Demonstrate knowledge of diversity with a focus on the populations (both local and global) encountered in Angers
- Communicate appropriately and effectively with and about diverse individuals and groups.
- Demonstrate an increased capacity to analyze issues with appreciation for divergent points of view.

The exercise will involve three stages dispersed throughout the term.

First, we will identify various ways to gain insight into the group's excursion visits to cultural tourist attractions, and find ways that each student can contribute to our understanding of them. These cultural attractions will include

- A) Le Puy du Fou
- B) Le Mont Saint Michel
- C) Les Châteaux de la Loire
- D) Le Mémorial de Caen.
- E) Le Village Troglodytique

In this phase, we will work together to find a research plan. This plan may include a search of newspapers online and in the public libraries of Angers, visits to the Office of Tourism, and other means that we collectively devise. We will then divide up responsibilities based upon language abilities, cultural skills, student interest, and student comfort. Students will be encouraged to work in small, like-minded groups.

Second, we will meet to assess research, share ideas, and reformulate the research plan.

Third, we will gather for a conference in which we share findings and draw some tentative conclusions about the economic significance of these cultural sites to the local community and how we could use this model in our own.

Including the participation in these sessions, the students will be expected to keep a journal in which general observations and research into these sites are compiled. I will collect these journals at the end of each week and evaluate them. The following rubric can be consulted in order to understand how these journals will be evaluated.

Learning outcomes	Below Expectations	Satisfactory	Exceptional
Demonstrate awareness of your own cultural values and biases and how these are resources and constraints when working with others (fellow students and foreign nationals.)	Student fails to submit regular journal entries, or entries lack meaningful intercultural interactions.	Student submits regular journal entries that include self-reflection on cultural learning through immersive experiences.	Journal entries show insights into personal and communication styles that affect meaningful culture learning.
Demonstrate knowledge of diversity with a focus on the populations (both local and global) encountered in Angers.	Journal entries lack reflection on local experiences or observations of society in Angers.	Journal entries engage with questions raised by observations of Angevin or French social life.	Submits images that are manifestations of the uniqueness of host culture, and human/nature interactions that both exemplify and transcend cultural boundaries.
Communicate appropriately and effectively with diverse individuals and groups	Poor attendance, participation in CIDEF programs, including excursions.	Regular attendance and active participation in CIDEF programs.	Applies classroom and excursion learning independently on a near-daily basis
Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.	Fails to appreciate, or notice cultural differences or understand their basis.	Notices and records important cultural differences in the interaction between culture and nature.	Actively seeks out and discovers novel examples of the culture/nature interface and thinks critically about the basis for differences.