**Experiential Learning Plan**

Sevilla is a remarkably rich city, in terms of historic and present day cross-cultural and intercultural engagement. History has seen Romans and Moors, and Jews and Catholics call this city home and today it serves as a remarkable monument to the lasting influences of each of these and many other, cultural traditions. This summer we will, together and independently, discover Sevilla through the City as Text framework, which allows for “active learning in various settings…structured explorations of environments and ecosystems…on-going laboratories through which small teams investigate contested areas and issues in urban environments, or competing forces in natural ones, these exercises foster critical inquiry and integrative learning across disciplines” (NCHC). City as Text is based on Kolb’s (1984) Experiential Learning Theory, so a key part of this will be active engagement and reflection on your experience—we’ll talk more about this when we gather together as a group!

Over this summer term you will take courses at International College of Seville (ICS) and the Universidad de Sevilla (UdeS) and during this time I will serve as your Faculty Resident Director and representative of University of Hawai‘i at Mānoa. I will be accessible throughout your period abroad and will also hold prescheduled office hours each day at ICS and/or UdeS. My role will be to support you throughout through offering academic advising, support you in your coursework, ensure you are fully engaged with your classes and your study abroad experience, and to assess your final grades in light of your experiential learning.

I had the privilege of living in Sevilla and returning for several research visits while completing my doctoral studies, so I hope my previous experience here will serve as a great resource for you as you navigate your way through this amazing city! Our goal is to have you be as engaged in your host culture of Seville as possible, so instead of spending more time in a traditional classroom, we will make the whole city our classroom. As cultural explorers, observing and participating, we will learn about Seville, Sevillanos, and ourselves.

As participants in a UHM Study Abroad Center program we have specific Student Learning Outcomes (SLOs) we will meet. Upon completion of a course students will achieve at least one of the following objectives and be able to:

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

Groups will select specific themes to investigate throughout their stay—these themes may include food, music, architecture, outdoor space, sport, and so on. Each group will visit four key areas of the city, which can be selected from the 11 districts, namely: Triana, La Macarena, Nervión, Casco Antigua, Los Remedios, Distrito Sur, Distrito Norte, Bellavista-La Palmera, San Pablo-Santa Justa, Cerro-Amate, and Este-Alcosa-Torreblanca.

In each of these areas you will look to see how your theme is represented using the four basic strategies of Mapping, Observing, Listening, and Reflecting, with primary focus on Observing and Reflecting. At least once per week all groups will come together to present their most recent exploration.
Mapping: Where do people go, how do they get there, and what do they do when they get there?
Observing: What do you see? Look for the unexpected as well as the expected. Pay attention to details of architecture, landscaping, social gathering, clothing, possessions, decoration, signage, and advertising.
Listening: What do you hear? How is music transmitted, how do people enjoy it? How do people interact?

Reflecting: What does it all mean? How does it fit together? Put everything together as a whole and analyze your host culture. Throughout your explorations, keep in mind that the people you meet, the buildings in which they live and work, the forms of their recreation, their modes of transportation—everything that they are and do—are important components of the environment. You want to discover not only how, but why they do what they do. Do not settle for easy answers. Do not assume you know the answers without doing serious research. Like all good researchers, make sure you are conscious of your own biases and that you investigate them thoroughly as you investigate the culture you are studying.

(Appendix D: City as Text(TM) strategies: Mapping, observing, listening, reflecting. (2014). The Free Library.)

Evidence: As you explore you will collect evidence of your analysis of the culture. This could be photos you take, videos you record, a ticket stub from a concert you attend, or a recipe for a particularly good meal you had. These should help you explain what you found to your classmates who have not shared in your investigation, so be sure you can clearly articulate their significance in context!

Assessment Criteria

You will not receive a separate grade for your City as Text experiential learning work, but it will be used to monitor your overall engagement in your study abroad experience. A strong performance in the experiential process will result in a raise in your final grade in your SAC courses up to the next letter grade (ex. A- to A), while a lack of engagement will result in a lowering of your grade to the next letter grade (ex. A- to B+).

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>Exceptional</td>
<td>Identifies and describes specific incident providing clear detail and connection. Engages heavily in group discussion and relates own experiences to those of their classmates. Student brings evidence to each meeting and clearly articulates how it relates to their topic and the district explored.</td>
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<td>+ Your overall grade will increase by half a letter grade</td>
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<tr>
<td>Satisfactory</td>
<td>Identifies and describes some incidents that may connect to SLO in some way. Engages somewhat with group discussions but not completely and fails to make regular connections with classmates’ experiences. Student brings some evidence but does not fully explain how it relates to their topic and the district explored.</td>
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<tr>
<td>Your overall grade will stay the same</td>
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<tr>
<td>Below Expectations</td>
<td>Does not describe any interactions or incidents. Student shows no engagement with the group or with their host culture. Student brings no evidence of their cultural exploration. Fails to engage with any group meetings.</td>
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<td>- Your overall grade will decrease by half a letter grade</td>
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