

UHM Summer Faculty Resident Directorship Application – Yongin, South Korea

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1. Experiential Learning and Student Mentoring Plan

The program at Dankook University offers three options to students: 1) 10 weeks of intensive Korean language study, 2) a combination of peer-to-peer language teaching in a 3-week Global Village program plus a 4-week Academic Program, and 3) the 4-week Academic Program only. The various programs are already set up to offer a range of field trips/cultural experiences, so my experiential learning plan and mentoring will focus on student reflection and providing support for their primary program activities.

Across these varied options students have, language and culture are constant throughout. Therefore, I propose to focus on language as a window to culture and society. The main activities for experiential learning will involve (a) documenting the *linguistic landscape* of Korea and (b) sharing written reflections on language and culture. Both activities primarily address Study Abroad SLOs 2 and 4, related to diversity. The written reflections will be due once per week via learning management system. Students will be expected to address the following questions:

- Over the last week, what have you learned or come to realize about Korean culture?
- Have you experienced any communication difficulties or misunderstandings over the last week? What happened? What do you think caused the difficulty or misunderstanding?
- Aside from Korean, what other languages are you seeing/hearing in Korea? Describe what you saw/heard and where it was. What does this tell you about Korean society?

While the written reflections are private to encourage more candid reflection, the linguistic landscape page will be a shared activity where students will learn from each other's discoveries. Students will be required to upload at least 2 images or audio/video files per week to a shared Flip page. For each upload, students will include a brief description and note the location of where it was observed. While Korean is most prevalent in South Korea, students will most surely encounter languages like English, Japanese, and Chinese, and may also run into languages like Vietnamese, Thai, and French, too. This activity is also designed to get students exploring beyond campus to see more of what the greater Seoul area (Seoul and surrounding Gyeonggi Province) has to offer. It is expected that the linguistic landscape documentation will aid students' written reflections on the connections between language, culture, and society.

A student-facing version of this Experiential Learning Plan is attached.

For student mentoring, I plan to support the host institution programs by offering (a) study hall for Korean language learning and (b) teaching debrief sessions for students who are teaching a language in the Global Village program. The study hall will be held several times a week in a café or other appropriate location on/near campus and support students' success in Korean learning. My aim will be to provide additional support for material taught in courses and advice

on being a good language learner – what kinds of attitudes, dispositions, strategies, and study habits lead to achieving one’s language learning goals. Developing Korean language skills directly addresses Study Abroad SLO 3, as it enables students to communicate effectively with diverse individuals, including those who do not speak English/have limited proficiency in English. The teaching debrief sessions will be offered once a week during the Global Village program, with an additional session after the first day of teaching. The aim of these sessions is to facilitate reflections on teaching challenges and successes, and to provide advice on teaching matters. These sessions will also address SLO 3, as effectively communicating with learners of limited language proficiency requires special strategies and skills, and may also touch on SLO 1, as students may enter their classrooms with preconceived notions of what teaching and learning involve without accounting for cultural differences in education.

2. Personal Statement

Why would you like to be a resident director?

I want to be a resident director to provide rich, immersive experiences and guidance to students. I have benefitted personally from academic experiences abroad, including work as an English teacher as a Fulbright research awardee. I believe all students benefit greatly from the kind of culture and language learning that comes along with structured, sustained academic and professional experiences in another country. I also regularly teach undergraduate students and find it incredibly rewarding, and I want to build on that experience outside of campus.

On a personal level, and relevant to the program site, I greatly enjoy spending time in South Korea. I have spent several years of my life living in South Korea as an English teacher and researcher, and regularly visit family there. I also speak Korean, and while I use the language at home with family and friends, I relish the opportunity to use it in the wider range of contexts that extended time in South Korea has to offer.

How would you integrate academic and experiential components of the program?

As described in my plan for Experiential Learning and Student Mentoring, I will use two assignments, Linguistic Landscape and Written Reflections, to foster exploration and reflection within and beyond the academic program. I will also set up regular group sessions to support students in their programs at Dankook University: teaching debrief sessions (for students participating in the Global Village program) and study hall sessions (for students learning Korean at any point during the program).

What skills, abilities, and knowledge make you an effective Resident Faculty Director?

I have intermediate proficiency in Korean, which is relevant to the host site and the language focus in two of the program options. I also have personal experience living, conducting research (as a Fulbright U.S. Student awardee), and taking intensive Korean language courses in South Korea. Aside from being able to manage program-related matters in Korean, I can also support students who are learning Korean as part of their program at Dankook by providing homework