

## Experiential Learning and Student Mentoring Plan

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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, with evaluation rubric, follows.

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. 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.

### **Experiential Learning Plan (For Students)**

안녕하세요! During your participation in the Summer Study Abroad program at Dankook University, your University of Hawai'i at Mānoa Resident Director will be there to support you. Your Resident Director is an experience second language teacher and an experienced learner of Korean. In addition to being available via email/phone and for one-on-one meetings, your Resident Director will also hold several regular sessions to support your learning experience. For those of you teaching in the Global Village program, we'll hold teaching debrief sessions to discuss difficulties and successes, and share tips. For Korean language learners, regular "study hall" time will be scheduled where you can get extra help and/or practice.

While you are completing your Summer Study Abroad program at Dankook University, we want to make sure you achieve all Study Abroad Student Learning Objectives:

1. Demonstrate awareness of own cultural values and biases and how these impact their ability to work with others.
2. Demonstrate knowledge of diversity with a focus on the population or topic of interest in the specific 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.

You will make considerable progress in achieving these objectives through your specific program(s) (Intensive Korean Study, Global Village, Academic Program). For example, learning Korean or teaching another language will develop your ability to communicate appropriately and effectively with diverse individuals (SLO 3). You will also learn a great deal about Korean people and culture through your programs (SLO 2).

To further support your achievement of the Study Abroad Student Learning Objectives, we will also complete two additional activities designed to help you learn more about South Korea and reflect on your living, learning and/or teaching experience:

1. **Linguistic Landscape:** Korean is the primary language used in South Korea, but it is not the only one you will see or hear. For this activity, you will document the linguistic diversity you encounter in South Korea through photos and videos. Each week you will

upload at least two posts showing *non-Korean language use* or *mixed-language use* (i.e., where Korean is mixed with another language) to a shared Flip board. Your pictures/videos could be signs on buildings, menus, advertisements, etc. How many languages can you find in Korea's landscape?

2. **Written Reflections:** Each week you will write a reflection, roughly 2 paragraphs long, addressing what you have learned about Korean culture and society through your experience in your program at Dankook University and in daily life outside of the classroom. You might make some connections with what you observed as part of the Linguistic Landscape assignment. These reflections will be submitted individually and not shared, so you can be candid and reflect on missteps or preconceptions, too.

Your work on additional experiential learning activities will be evaluated using the rubric below:

<b>Assignment</b>	<b>Below Expectation</b>	<b>Meeting Expectations</b>	<b>Exceeding Expectations</b>
“Linguistic Landscape” photo/video documentation	Post fewer than 2 photos/videos per week (on average)	Post at least 2 photos/videos per week (on average)	Post 3+ photos/videos per week (on average)
Written Reflections	Reflections are limited to superficial comments.  Two or more reflections were not submitted.	Reflections demonstrate thoughtfulness regarding culture and diversity.  A maximum of one reflection was not submitted.	Reflections demonstrate deep thinking about culture and diversity.  All reflections were submitted.