

Supplemental Resource to

Mind the Gap: Global Learning at Home and Abroad

Stylus Publishing / Center for Engaged Learning

www.CenterForEngagedLearning.org/books/mind-the-gap

Chapter 6: Assessing Intercultural Competence in Student Writing *A Multi-Institutional Study*

Prior Experiences Lesson Plan

Self-assessment of student strengths through their *experiences*

Goal: help students articulate and become more aware of their own strengths and experiences that will positively impact their study away learning experience.

This can be a useful activity early in pre-departure work.

As a pre-class assignment (using Survey Monkey, Qualtrics, etc.):

1. Ask students to list up to 10 experiences they have had that they believe will help them on their upcoming GO program. (*Instructions below)
2. Ask students to write a bit more to provide some context about the 3 things on their list they believe will be most influential.

In class/workshop:

3. In small groups (3-4 students) students discuss their 3 top answers with each other. (15-20 minutes)
4. Debrief: (15-20 minutes)
 - a. Ask small groups to report back similarities among their top 3 answers.
 - b. Put some of the broad categories of these responses on the board as they are voiced.
 - c. Ask for examples of other experiences that were less common (can continue to put on board as categories).
 - d. Discussion of how each person's strengths and experiences contribute to the group, creating resources for individuals within the group to draw on each other's strengths.

Note: Parts 1 and 2 can be done in class/workshop if time permits.

On-site follow-up: When possible, ask students during a reflection time on-site to follow up on if/how these prior experiences have contributed to their learning. Or assign a journal prompt referring back to this pre-departure work.

***Instructions for pre-class assignment:**

List up to 10 experiences that have prepared you for this cross-cultural program. There are "no rules" about the types of experiences you could list. They could range from a

formal class or workshop intended to prepare you for the experience, a memorable book or movie, a relationship with an influential person, and so forth. Add just enough description to all the experiences to help us understand the connection between the previous experience and the preparation for study away.

From the list above, please select the three that were the MOST INFLUENTIAL in preparing you for the study away experience. Please list them again and write a brief paragraph about each one to contextualize and help explain in more detail how this experience prepared you for your GO program.

*Based on findings from "When does global learning begin? Recognizing the value of student experiences prior to study away." Scott Manning, Zachary Frieders, & Lynette Bikos
Susquehanna University – Global Opportunities Program*