Global Learning Grant: Infusion of Global Content

Student Outcomes:
Develop Globally Competent Knowledge,
Cultivate Intercultural Competencies,
Foster Globally Competent Citizenship

Bringing the World to Boone!
Language Immersion Weekend Faculty Workshop
Chief Proposers:

Proposer Qualifications/Global Experience:
The proposer is a Spanish instructor who has lived in central Mexico and in northern central Spain. She has accompanied a group of students on an alternative service experience to Puerto Rico. Dr. Hellenbrand is the director of Global Studies as well as professor of German. Other proposers have extensive experience (native and near-native) in the languages and cultures they teach (French and Francophone, Spanish and Latin American, Japanese and Mandarin)

Amount Requested: $3945
2. **Project Summary**

**Intended Student Outcomes:**

The learning goals of the QEP are to be achieved “through multiple and varied experiences both at home and abroad.” In a general sense, this project aims to offer a unique (and broadly applicable) simulation of an abroad experience at home. It will target specific outcomes in Goal 2 and 3:

- **Goal 2: Cultivate intercultural competencies**
  - Outcome: Apply knowledge of other cultures and countries

- **Goal 3: Foster globally competent citizenship**
  - Outcome: Demonstrate a sense of global interconnections and interdependencies

The QEP seeks to cultivate intercultural competencies; communication in a language other than English (for native English speakers) certainly counts as an intercultural competency. The QEP is also seeking to send more students abroad. As such, one of our goals as foreign language educators is to increase the numbers of students who feel comfortable in environments where English is not the predominant language. Language educators use various types of immersion simulations to create situations in which students have to navigate in a second language, to apply what they have learned in class in real life situations. Such immersion simulations would be of great benefit in a number of QEP endeavors for both students and faculty: preparing to go abroad, practicing intercultural skills, partnering with international students and faculty. These simulations would need to become established practice on our campus, and the most logical faculty to organize them would be faculty in the department of Languages, Literatures and Cultures—or also faculty in other departments who have facility/proficiency in a language other than English.

The purpose of this grant proposal is to fund the training of such faculty to lead and assist in language immersion activities. As a result of this training, the faculty will have the expertise to encourage various groups of students and faculty from across the university to develop globally competent knowledge while they explore issues and items of other cultures through implementation of the immersion activities in which they have been trained. These faculty led immersion activities, will, in turn, provide colleagues and students with the opportunity to practice and enhance skills that they will want to apply and use in other cultures and communities in various other projects or study abroad programs. In other words, we can establish a template for immersion activities (in Boone!) that will prepare our colleagues for future activities. In addition, as we include international faculty and students as appropriate, we can cultivate those partnerships with native informants as well.
Description of Project: In the department of Languages, Literatures, and Cultures, we recognize the importance of international study for our students. We understand the value that international experience holds, and that lessons learned from an academic experience abroad are enduring. Because of this understanding, we want to encourage more of our students to study internationally. Many of our faculty teach beginning language classes where the majority of the students are not language majors. Although these students will have studied a second language from between one to four semesters, many still lack the confidence necessary to commit to a semester abroad where they could put their hard-earned language skills into practice.

To address the issue of “practical application”, we intend to begin offering out-of-class immersion activities, specifically language immersion weekend retreats. These weekends would allow students to practice their studied language while exploring and experiencing elements of cultures that are not their own. This practice will give students confidence and show them that even with limited language abilities, they do have the tools to communicate and survive while being immersed in a different language and experiencing another culture. Due to duration and location, faculty should be properly trained so that the immersion activities are carried out in compliance with university policies and implemented with optimal student learning outcomes in mind.

As part of this project, we plan to gather interested faculty for a day-long workshop in which they will receive training on how an immersion weekend should be planned, executed, and assessed. This workshop will include training on everything from recruitment, advertising, and registration to activities, meal planning, and of course, assessment. Participants will also receive a “kit” to help them with their retreat planning.

We plan to invite participating faculty not only from the department of Languages, Literatures, and Cultures, but also those from other colleges and departments that have led short-term study abroad programs or service learning experiences to countries where our languages of focus (French, German, Japanese, Mandarin, Russian, Spanish) are spoken. We would also hope to draw from faculty who have second language expertise or the Global Studies faculty. These faculty members will also bring with them their own unique talents and experiences with other cultures which we will use when planning and executing immersion activities with students. In fact, faculty from the College of Business and College of Education, as well as others in Arts and Sciences have participated in German immersion weekend before. At this workshop, we expect to have between 15 and 20 faculty members at the workshop.

We intend to hold the workshop at Camp Broadstone, which is an Appalachian State University owned camp in Valle Crucis. At the camp entrance there is a large lodge with ample seating. The lodge possesses a drop down screen and wireless internet access for workshop presentations. Within Camp Broadstone is a vast field with basketball courts and a suitable picnic area. With its many resources, Camp Broadstone is an ideal place to hold the workshop and will also allow faculty participants the opportunity to view the property as a potential place to hold their own language immersion retreats.

Dr. Beverly Moser and Dr. Alexandra Hellenbrand, two faculty members from the Department of Languages, Literatures, and Cultures, who have experience directing and organizing immersion activities, will lead the workshop. Other faculty members representing various languages will organize an activity that they would like to implement during a future immersion weekend. Each activity will be planned in the target
language (e.g. Japanese or Russian) though all participants will be asked to take part as the activity is ‘tried-out’ by the DLLC faculty member on the group. In this way, the experience of the workshop participants will be able to approximate (in a variety of languages) the experience of the students during an actual immersion weekend in the coming year, for example. The day-long workshop will be filled with a period of instruction followed by a period of activity. Activities will be planned to highlight characteristic cultural experiences: tai chi (Chinese), paper folding (Japanese), capoeira (Portuguese), soccer, crafts, card games or dance.

Feasibility of Project: This project is highly feasible. We use the existing Camp Broadstone (close and convenient) and faculty-friendly timing (early June, after the spring term ends but while Watauga's schools are still in session). We have the faculty expertise within our own department (Drs. Hellenbrand and Moser), so lack only the opportunity to work on this in a committed way as a faculty.

Assessment Plan: Before the workshop, faculty will be given a questionnaire to discover the biggest concerns they have regarding organizing immersion activities. These will then be reviewed and the concerns addressed during the workshop. At the conclusion of the workshop, participants will fill out another questionnaire to give feedback and verify the resolution of concerns.

Additionally, participants will present activities in their target language for the other faculty members. Following these activities, those participating in the prepared activity will evaluate the activity and provide feedback to the organizer(s), helping them to know the feasibility and efficacy of the activity. They may also receive feedback that will assist them in making a good activity better.

Finally, each participant will offer a tentative schedule for an immersion experience to be implemented in the 2014-2015 academic year. Participants will be asked to identify a class or a group of learners that they plan to invite, and have a date ready.

Institutional and Scholarly Contributions of the Project: We see immersion weekends as a viable and effective way for students to gain the confidence they need to take that bigger step in committing to an international education program through the practice and learning of global knowledge, language. Additionally, these retreats would allow students the opportunity to explore and experience another culture in an extracurricular setting. Finally, through immersion weekends, students make connections with faculty and with other students that are not in their field of study. In short, immersion weekends exemplify the QEP objectives; as regular offerings, they can help sustain solid linguistic and intercultural support for these objectives into the future.

Aspects of Collaboration: While the workshop will be directed and implemented by faculty members from the Department of Languages, Literatures and Cultures and Global Studies, faculty members from the different departments and colleges will be invited to participate and attend. We also invite them to bring along their own talents, experiences and ideas that will add to the depth and diversity of the workshop.
3. Expected Results of Project

The expected results of our project are as follows:

1. We anticipate that participation in this workshop will result in the readiness of attending faculty to schedule, direct, organize, and/or participate in a language immersion retreat for their respective languages and cultures. Attendees will have a “tool kit” of exercises and activities to serve as the basis for their next program; they will also have experimented with these activities themselves in the workshop, so they will have experience.

2. We will make a tentative calendar of immersion language activity for each participating language for the next calendar year (2014-2015). We will draft a recruitment plan for students and faculty.

3. Because they will have attended the workshop, participants will have a greater understanding of best practices in language/culture immersion. There will be many opportunities for them to serve and assist in future retreats. If faculty are still hesitant to lead and direct their own immersion activities, we expect that they will feel sufficiently comfortable to go along on a future immersion activity as support and as such assume various responsibilities to allow the retreat to run smoothly. We believe that, after receiving this valuable training, these faculty will offer support for immersion activities and encourage their students to seek them out and participate.

4. Finally, we will seek to work further with participants to find ways to connect language/culture immersion activities and experiences supplement other global learning activities across the curriculum (in courses from Anthropology to Sociology) and in short term study abroad programs that may not be language-based. We anticipate establishing a list of appropriate courses that we can disseminate through the QEP office or website to facilitate these connections.
4. Assessment Plan

As mentioned previously, before the workshop, participants will be presented with a questionnaire that will delve into the varied concerns or reservations they may feel in regards to out-of-class immersion activities. Workshop presenters will review these questionnaires so they can craft their presentations and handouts to address the concerns. Participants will also be encouraged to raise additional questions if they feel their concern has not been addressed. At the conclusion of the workshop, participating faculty will fill out another questionnaire to give feedback and to verify that their concerns were indeed, resolved.

Additionally, invited faculty will present prepared activities in their target language, while the other participants will be asked to take part and ‘try-out’ the activity. In this way, the experience of the workshop participants will be able to approximate (in a variety of languages) the experience of the students during an actual immersion weekend. Activities will be planned to highlight characteristic cultural experiences: tai chi (Chinese), paper folding (Japanese), capoeira (Portuguese), soccer, crafts, card games or dance. Following these activities, those participating in the prepared activity will evaluate the activity and provide feedback to the organizer(s), helping them to know the feasibility and efficacy of the activity. They may also receive feedback that will assist them in making a good activity better.

In addition to using pre- and post-training questionnaires, we can assess this project's effectiveness by providing:

- the total number of faculty participating (DLLC plus global studies/other campus faculty)
- the total number of non-language-specific immersion activities developed to share
- the total number of language-specific immersion activities developed for participants

The final and perhaps most important part of the assessment plan will occur when each participant has the opportunity to offer a tentative schedule for an immersion experience to be implemented in the 2014-2015 academic year. At that time, participants will be asked to identify a class or a group of learners that they plan to invite, and have a date ready. If faculty representing each language are willing to commit to directing and supporting immersion activities during the upcoming school year, then the project will have been successful.
## 5. Timeline

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Activities</th>
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<tbody>
<tr>
<td>April 21, 2014</td>
<td>Notification of Award</td>
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<tr>
<td>April 22-30, 2014</td>
<td>Confirmation of Award&lt;br&gt;Reservations for Camp Broadstone&lt;br&gt;Confirmed (5th, 6th, or 13th of June)&lt;br&gt;Reservations for Ropes Course&lt;br&gt;Personnel Confirmed (5th, 6th, or 13th of June)&lt;br&gt;Advertising Flyers, Mailings, and Invitations Designed&lt;br&gt;Confirmation of Dates with Dr. Moser and Dr. Hellenbrand&lt;br&gt;Send advertising emails out to DLLC and GS faculty&lt;br&gt;Contact appropriate Appstate departments to confirm participation.&lt;br&gt;Develop participant questionnaires for assessment&lt;br&gt;Invite faculty to present activities at workshop&lt;br&gt;Plan meals, beverages, and snacks (not funded by QEP)</td>
</tr>
<tr>
<td>May 1-15, 2014</td>
<td>Receive funds from QEP grant&lt;br&gt;Order flyers and invitations&lt;br&gt;Order craft supplies, games, puzzles, etc.&lt;br&gt;Send out invitations and questionnaires&lt;br&gt;Confirm activity presenters&lt;br&gt;Compile handouts for participants</td>
</tr>
<tr>
<td>May 16-31, 2014</td>
<td>Confirm those who will attend&lt;br&gt;Verify if there are dietary concerns&lt;br&gt;Purchase paper products</td>
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<tr>
<td>June 1-13 2014</td>
<td>Make name badges&lt;br&gt;Email maps, directions, final instructions to participants&lt;br&gt;Gather remaining supplies</td>
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<tr>
<td>June 5, 11, or 13, 2014</td>
<td>Potential workshop dates</td>
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<tr>
<td>June 16, 2014</td>
<td>Review Assessment Questionnaires</td>
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### 6. Budget

<table>
<thead>
<tr>
<th>Items</th>
<th>Details</th>
<th>Amount Requested</th>
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<tbody>
<tr>
<td>Participant Incentive</td>
<td>$125 per participant</td>
<td>$2500</td>
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<tr>
<td>Presenter Fees</td>
<td>Dr. Moser and Dr. Hellenbrand $200 per presenter</td>
<td>$400</td>
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<tr>
<td>Craft Supplies</td>
<td>Origami Paper, Glue, Yarn, Paint, Clay, Etc., Tissue Paper</td>
<td>$350</td>
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<tr>
<td>Games/Puzzles</td>
<td>Board Games and Puzzles in Target Languages and hat Teach about Different Cultures (Reusable Resources)</td>
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<td>Invitations/Flyers/Mailings/Handouts</td>
<td>Recruitment</td>
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<tr>
<td>Challenge Course Fees at Camp Broadstone</td>
<td>20 participants</td>
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<tr>
<td>Paper Products</td>
<td>Paper plates, Napkins, Cups, Tablecloths</td>
<td>$50.00</td>
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Total= $ 3945