

# Digital Connections: Integrating Study Abroad into Graduation Portfolio Through The Student Lens

SWALLT 2016 Conference  
at  
San Diego State University

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California State University, Monterey Bay





- ❖ How do you prepare your students?
- ❖ How can you maximize students experience?
  - Collaboration
    - ❖ Faculty
    - ❖ Department lab coordinator
    - ❖ University tech staff



# Outcomes-Based Institution

California State University  
Monterey Bay (CSUMB)  
founded in 1994

President Bill Clinton and former  
Secretary of Defense Leon  
Panetta as participating in our  
inauguration



# Learning Outcomes

CSUMB Vision, Mission, Core Values
Institutional Learning Outcomes
General Education Learning Outcomes
Major Learning Outcomes
Course Learning Outcomes
Course Syllabi
Learning Tasks



# Major Learning Outcomes for B.A. in Japanese Language and Culture

- MLO1:** Language (linguistics) and Communication  
(proficiency)
- MLO2:** Japanese Culture  
(e.g. History, literature, pop culture, cinema,  
Social issues)
- MLO3:** A Secondary Culture other than Japanese  
(choose a course focusing on another country)
- MLO4:** Research and Technology
- MLO5:** Cultural Internalization and  
Language Immersion



# Example 1

## MLO1: Language and Communication:

1.1: Students are able to **communicate** effectively in Japanese in three modes: interpersonal, interpretive and presentational; and in a culturally appropriate manner in a variety of social and professional settings and circumstances **at the Intermediate-High level of language proficiency, according to the ACTFL Guidelines.**

1.2: Students gain **competency in the Japanese language** including phonetics, phonology, morphology, syntax, semantics and discourse and **compare and analyze the structural differences** between Japanese and English.



# MLO2: Culture

2.1: Students develop a **comprehensive understanding, appreciation and knowledge of Japanese culture:** perspectives (ideas, beliefs, attitudes, values, philosophies), practices (patterns of social interactions) and products (both tangible and intangible, for example, art, history, literature, music).

2.2: Students develop analytical and critical thinking in areas, such as how Japan's cultural background influences modern Japanese life, how to **compare** their own culture with the Japanese culture, or how Japanese culture relates to other world cultures in an age of global inter-relatedness.

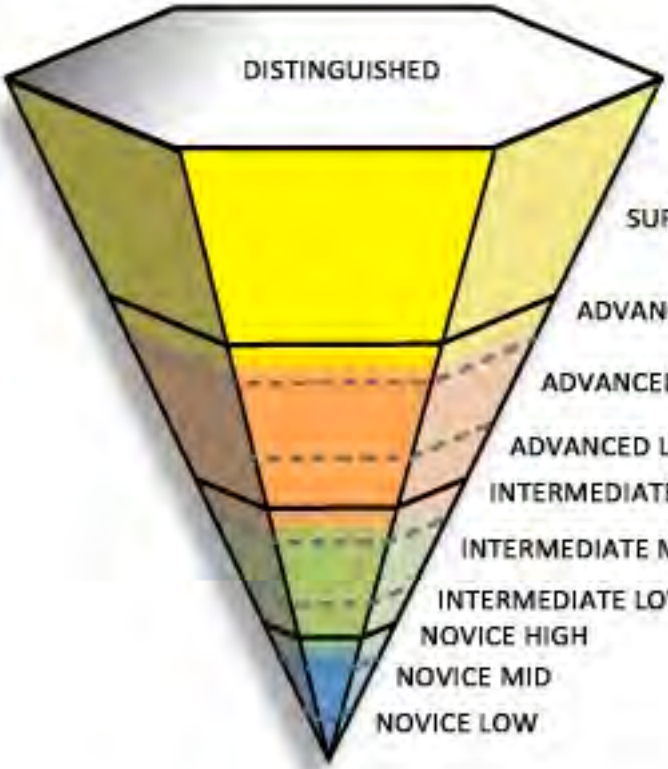


## MLO 5: Cultural Internalization and Language Immersion

Students demonstrate that they have actively immersed themselves in authentic Japanese cultural and linguistic environments and have internalized the language and cultural experience, from which they have developed a personal understanding and new perspectives of the community.







← B.A. in Japanese

← Enter Major



# MLO2: Culture

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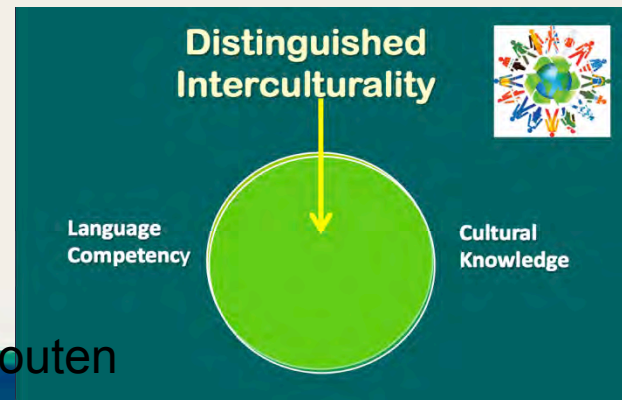
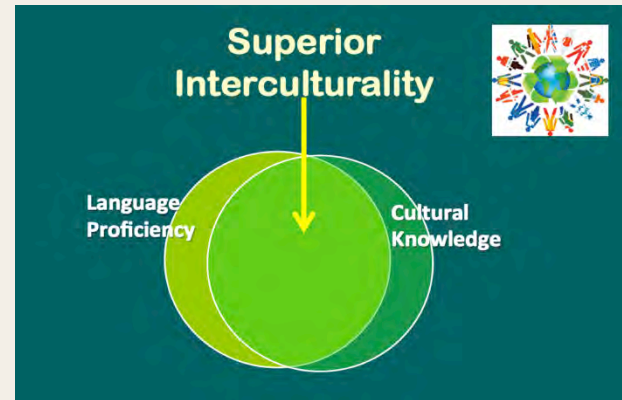
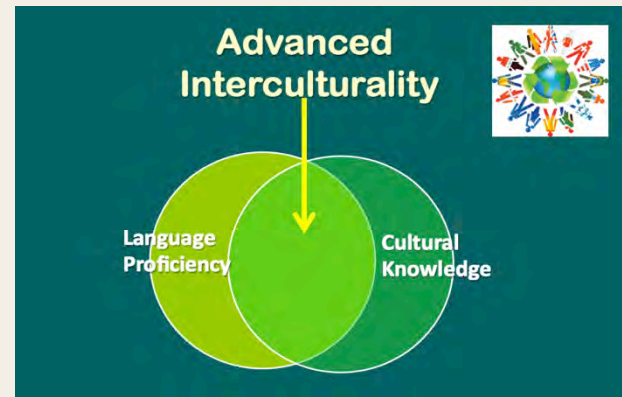
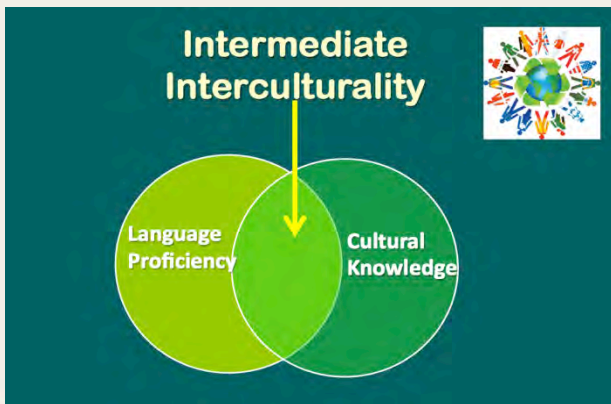
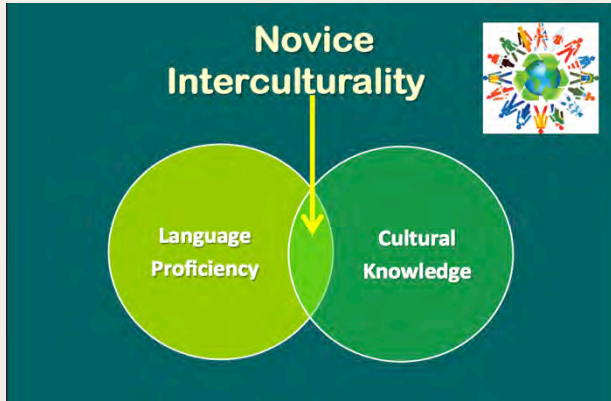


# Interculturality

Interculturality is the dynamic process of active participation in communication guided by a knowledge and understanding of culture.  
(NCSSFL: National Council of State Supervisors for Languages)



# Moving through the levels of interculturality— a visual representation

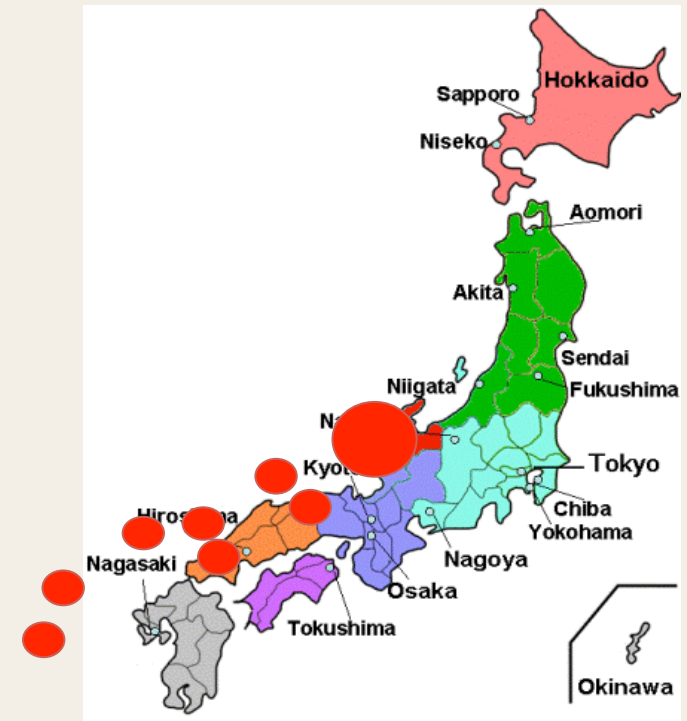


# Study Abroad Experiences

## Increased number of students who go to Japan

WLC's Japanese program has exchange agreements with:

- Chuo University, Tokyo
- Dokkyo University, Saitama
- J.F. Oberlin University, Tokyo
- Nagasaki University, Nagasaki
- Nagoya University of Foreign Studies, Aichi
- Okayama University, Okayama
- Osaka Gakuin University, Osaka
- Ritsumeikan University, Kyoto
- Toyo University, Tokyo
- The University of Kitakyushu, Kitakyushu
- The University of Shiga Prefecture, Shiga
- Tsukuba University\*, Ibaraki
- Waseda University\*, Kyoto



# JAPN420: Maximizing Study Abroad Experiences

- To provide structured guidance **before** they go to Japan
  - 2 units in Spring semester
  - Prepare mind-set and provide tools to maximize their experience during their stay in japan
  - Provide tools and guides to help students successfully function abroad
  - Provide ways to document their experience in their digital portfolio
  - Reduce reverse culture shock after students return



# Assessment Guiding Principle #1

❖ What is valued is measured and what is measured is valued.



❖ What is the direct evidence of students' learning?





# Flickr Photo Project

- Based on LESCANT Model by **David A. Victor, 1993**  
Professor of Management and Director of International Business Programs at Eastern Michigan University
  - LESCANT represents seven areas in which cultural issues arise when dealing with international business communication
- Dr. Orlando Kelm, LESCANT Project @ UT-Austin with the LAITS. Site is static since 2013. 488 photos from 22 countries.



# LESCANT

- Language
- Environment
- Social Organization
- Context
- Authority
- Non-Verbal
- Time





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**MONTEREY BAY**  
Extraordinary Opportunity



- Language
- Environment
- Social Organization
- Context
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- Time



# Language!



Does Spell Check Even Happen? Language barriers happen but I always find it interesting when it is on printed materials that get sold everywhere. It's funny how when the Japan tries to look "cool" with English on items but miss by just a bit.



# Language

includes how sometimes cultures differ because of language differences. These include attitudes about your own language, insider relationships for those who speak a foreign language, decisions related to which language is used, and how to speak in ways that others will understand you.





Feedback



CSUMB-Okayama

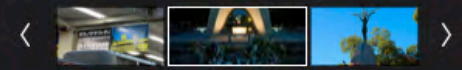


Hiroshima Peace Park

Although it may seem like a strange place to put this picture, I think that social organization is a good place. A social organization is basically any group who believes in the same thing. Hiroshima Peace Park always has a collection of people who believe in peace. This picture has part of the bomb and also the genbaku dome in it, along with flowers from different people who all feel similarly.

35 views

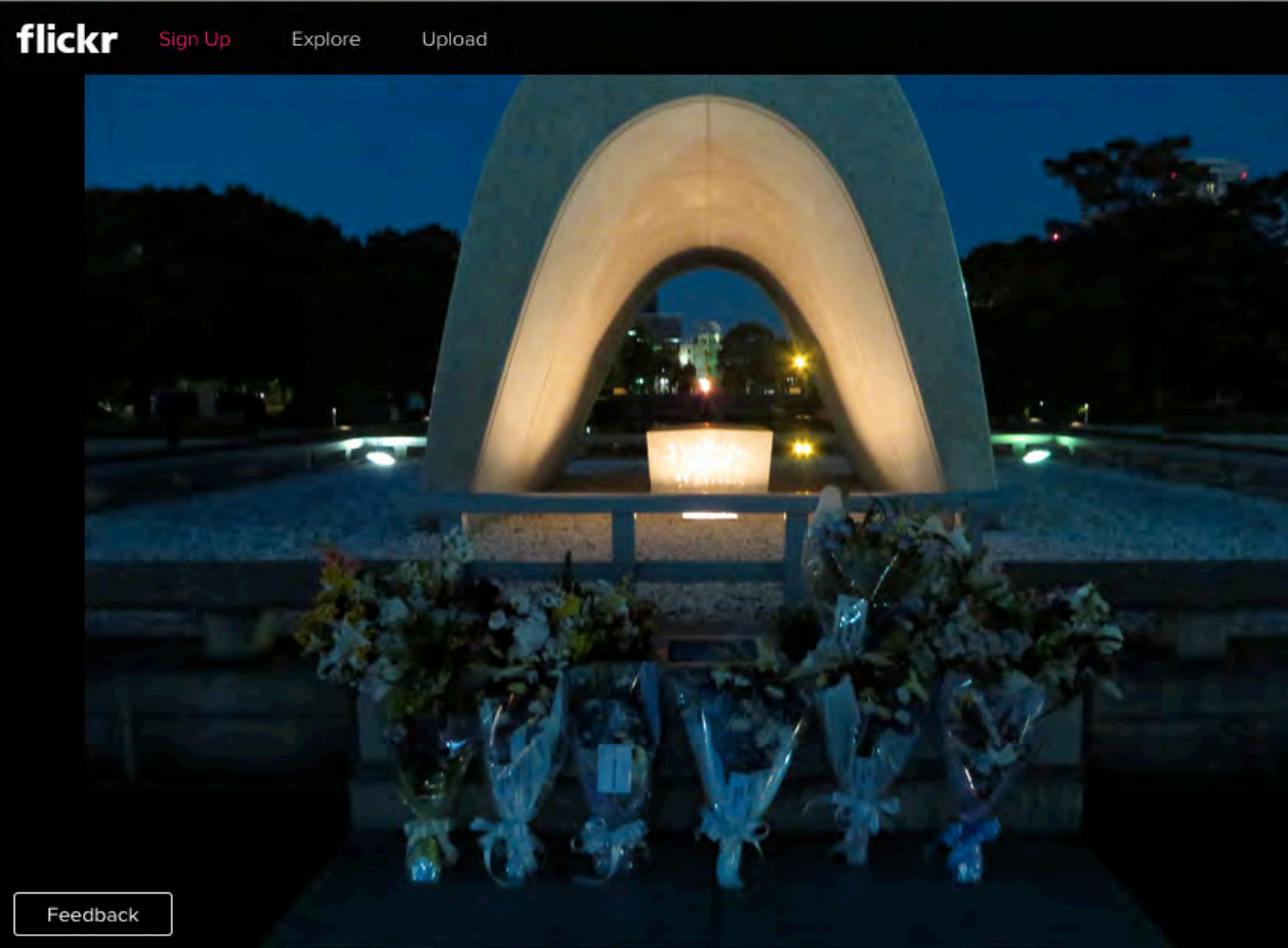
November 4, 2013



Tags



# Social Organizations



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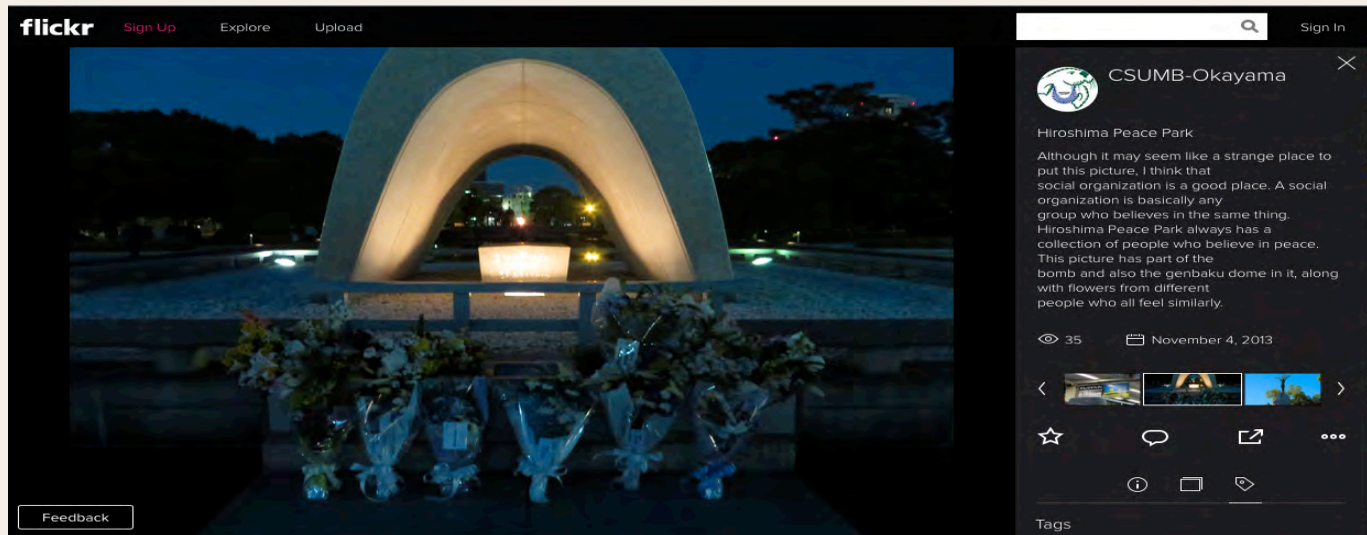
# Social Organization

Refers to how society is put together. This includes family, education, role of women, class systems, individualism, religion, etc.



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Hierarchal 酒

This is a picture of Japanese businessmen on a summer, company retreat. Here is one company employee pouring alcohol for another, most likely one of higher status than himself. This symbolizes the authority present in a modern, Japanese company setting. It doesn't matter if it's in the office or not, hierarchy in Japan is omnipresent.

126 July 21, 2012



Interaction icons: star, comment, share, info, link, and location pin.

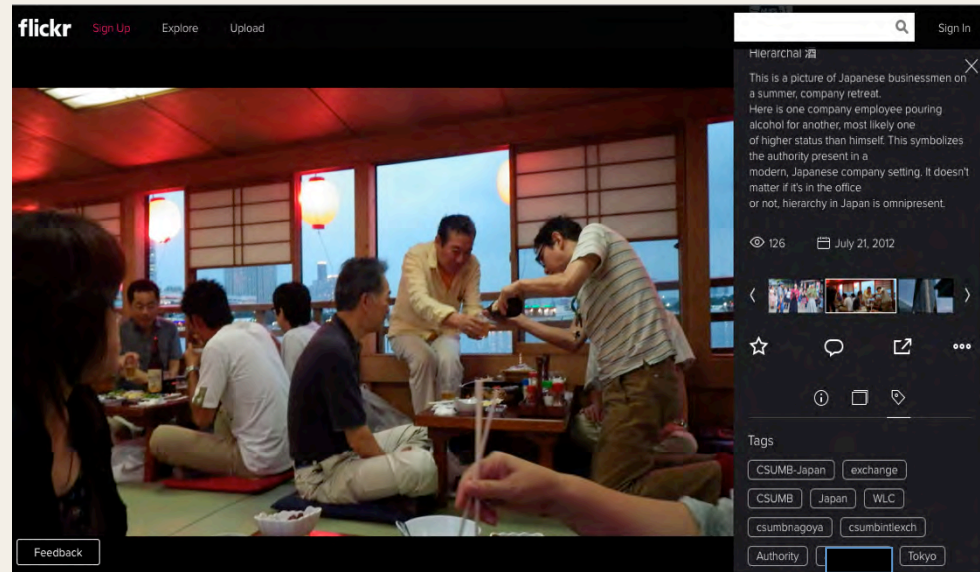
- Tags: CSUMB-Japan, exchange, CSUMB, Japan, WLC, csumbnagoya, csumbintlexch, Authority, Tokyo

Feedback

# Authority

This category deals with the role of authority figures and how power and decision making is accomplished.

Authority also looks at leadership style and the relationship between bosses and their subordinates.



# Context

refers to how directly people communicate ideas and words versus how important it is to build a “context” within that communication.

- Low context cultures focus on the actual words that are spoken, the rules that are written. Those words and rules determine appropriate behavior.
- High context cultures focus on the situation and shared knowledge, which is what will determine appropriate behavior.



## **Environment**

includes the physical reality such as size, surroundings, population density, climate, food, topography, etc.

## **Non-Verbal**

looks at everything from dress and adornment to colors, touch, smell, and the quality of one's voice.



# Time

this category refers to how people divide time, how they schedule their activities, and how they organize their day.





Feedback



# Time



## Nap Time

This was taken on the train ride back from Mt. Takao. The train ride was about 2 hours and many people could be found sleeping on the train. Long commutes to school or work are common so spending over an hour on the train at a time is normal. As a result, many people in Japan will sleep in order to pass the time. Some people also use this time to study or read books.

Feedback



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# Time



# The Monk and I

While I was going to back and forth between the Odakyu Line, I met a monk, he was born in Brazil but was raised in Japan. I went through some tough times for about a month due to personal reasons and this monk helped me find my way. I was raised Catholic and I associated a priest with Christianity, so when I first started talking to the monk it was weird getting past what I would call a "religious barrier". We got a chance to get to know each other in the few times we talked while I was visiting Machida getting ready to head out to Shinjuku. Even though it was always busy around the station for those brief moments while we spoke, this picture captured how we were at peace. This picture captures the moment when I had wisdom dropped on me by a monk. I will not forget him and I am grateful for the help he gave me. I definitely learned that monks have a personality and can actually be funny.



- Tags
- CSUMB-Japan
  - exchange
  - CSUMB
  - Japan
  - WLC
  - csumboberlin
  - csumbintlexch
  - Time
  - [redacted] @ Tokyo
  - Machida
  - Odakyu Line
  - Train Station
  - Monk

# Humanities

## Ohio Humanities Council

The humanities are the stories, the ideas, and the words that help us make sense of our lives and our world. The humanities introduce us to people we have never met, places we have never visited, and ideas that may have never crossed our minds. By showing how others have lived and thought about life, the humanities help us decide what is important in our own lives and what we can do to make them better. By connecting us with other people, they point the way to answers about what is right or wrong, or what is true to our heritage and our history. The humanities help us address the challenges we face together in our families, our communities, and as a nation.

<http://www.units.miamioh.edu/technologyandhumanities/humanitiesdefinition.htm>



# Time



# Project had No budget

Could we harness existing media sharing resources? Which ones?

Flickr; G+; PicassaWebAlbums; Moodle;  
WordPress; Tumblr

## **Specification**

Tag or Categorize: campus, date, student,  
LESCANT topic, self-tag, “keep” the photos



# Things to Consider

- Tools
  - Cost
  - Accessibility
  - Ease of use



# Flickr (now owned by Yahoo!)

- email upload with preset tags
  - E.g.: CSUMB-Japan, exchange, CSUMB, Japan, WLC, csumbchuo, ~~hiddensecretphrase~~
- campus-specific email address shared with students (allowed department control)
- RSS feeds
- Tag-based searches





# Email Upload Process

Attach a photo to an email

Subject line: **Title** then "**tags:**" in the subject line or body of the email followed by the list of tags you want added to the photo(s).

The body of the email becomes the photo's description



1. Email address for your location (Chuo, Waseda, etc.)

3. Start your tags with the word 'tags' and a colon, then your LESCANT term

5. Other tags that describe or are connected with your photo. Tags of multiple words get quotation marks

2. Title of your photo

4. InsertID followed by @ and a domain

Be sure to separate all tags with a comma!



Don't forget to attach your photo!

Finally, put in a description of your photo before you send the email. For example, Where is it? What did you learn from this? What aspects of culture does it reveal? Please put some good insight into it so people who view your photo learn something interesting.





Rainy Day In Harajuku

Summer in Japan is monsoon season. It's hot, humid, sweaty and sticky. But that doesn't stop people from going shopping! People still fill the streets holding up umbrellas, and there are small stands set up all over selling umbrellas for anyone that got caught without one. This is Takeshita Street in Harajuku, a famous fashion district lined with a variety of stores to

By CSUMB-OpenJapan  
No real name given + Add Contact

This photo was taken 6 hours ago.

4 views

This photo belongs to

CSUMB-OpenJapan's photostream (7)

newest photo



### Tags

CSUMB-Japan • exchange • CSUMB • Japan • WLC • csumbopen • csumbintlexch • Environment • Tokyo • Harajuku • "Takeshita street" • fashion district • fashion • shopping • rain • umbrellas • "famous places"

### License

All Rights Reserved

### Privacy

This photo is visible to everyone

# Successes

2351 Photos over 4 years

1400 SA photos

951 Pre-SA and International Students photos

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# Connections Back to Campus

- Study Abroad Preparation (JAPN420)
- Authentic Resources for Language and Culture Courses
- International Programs Recruiting and Orientation Events
- Information Kiosks in Lobbies  
(RiseVision Digital Signage built on GoogleAPI)
- Administrator Awareness Building



# Blog/Journal project

## ❖ Students create prompts

- Arrival
- One month later
- During
- End of program
- After return



# Monthly Prompts:

## ●9~12: Arrival / Beginning

- First impressions
- Goals you've set before you left
- Reflecting on your language abilities (What I wish I studied)
- Write out typical day
- “honey-moon stage”
- Every day lifestyle / budgeting
- “What I should've brought” / “What I shouldn't have brought”
- “How I've been adjusting to weather/ food”
- Adjusting to holiday life in Japan (Christmas, New Years, etc)
- Cultural differences that you've seen
- Friends you made

## ●1~5: Middle

- Reflect upon the festivals (traveling, etc.)
- Exchange students reflections
- Hardships (joining clubs, making friends)
- Financial difficulties (Am I budgeting correctly?)
- Reflect on personal change
- What have I accomplished so far? (goals)
- Learning strategies (how much your Japanese has changed)
- Slang / Dialects
- Trying new things (different from what you tried during the arrival stage)
- Talking about experience with language barriers



# Monthly Prompts:

## ●6~8: End

- Growth process (How far have I come?)
  - Feelings towards going home
  - New future goals / Things that you wish you did
  - Bucket list
    - Write what you have finished / not accomplished / regrets?
  - Evaluate Japanese level in comparison to when you started
  - Start thinking about capstone and your final year at CSUMB
  - Having a most memorable list
  - Compile a list of how to help kouhai next year when it comes to going abroad
- Think about how to go back to Japan!
  - Think of ways to stay connected with friends in Japan
  - How to promote our school to future exchange students
  - How you see yourself readjusting to the States after living in Japan for a year
  - Friends you made (compare to the friends from the beginning of Japan)
  - Have your original impressions of Japan changed?
  - impressions of Japan changed?







## JAPN 302: History of Japan

### Course Description:

This course further develops advanced Japanese proficiency through an understanding of Japanese history as a dynamic, interrelated system and employs a variety of processes to identify, analyze and evaluate cultural themes, values and ideas. Students will demonstrate ability to accurately comprehend ideas across a range of historical content. Taught in Japanese. (Credit/No Credit Available) (Prereq: JAPN 202 or JAPN 300)

### Reflective Narrative:

This course helped me to fulfill my MLO 2 culture requirement. We learned about Japanese history from the Asuka period to the end of the Showa period. We learned about different aspects in Japanese history that attributed to the culture that exists today. We learned about the arts and poetry of the Heian period. The Japanese sense of impermanence shown in the *Hojouki* was another section that we studied.

pn-302-history-of-japan.html



# Phase One: Course based

❖ The purpose of Phase One is to reflect upon, and document the process of completing your learning experiences as you move through your major. In order to critically reflect upon your learning process, use the following prompts to guide your reflections as you complete each course toward your major. Plan to write approximately 250-450 words for each course reflective narrative. Be sure to keep evidence (papers, presentations, etc.) for inclusion in Phase Two.

❖ How does this course contribute to your fulfillment of the MLO?

❖ What work did you complete in this learning experience/course that illustrates your development in this area? **(ACCOMPLISHMENTS/  
WORK YOU DID FOR THE COURSE/EVIDENCE/EXAMPLES)**

❖ What understandings or knowledge did you gain from this course that is a significant contribution/outcome for your major/this MLO? **(AHA-Moments)**

❖ What areas do you wish to develop further? **(GOALS)**

❖ How do you intend to further explore this learning experience? **(NEXT STEPS)**



My Study Abroad Year

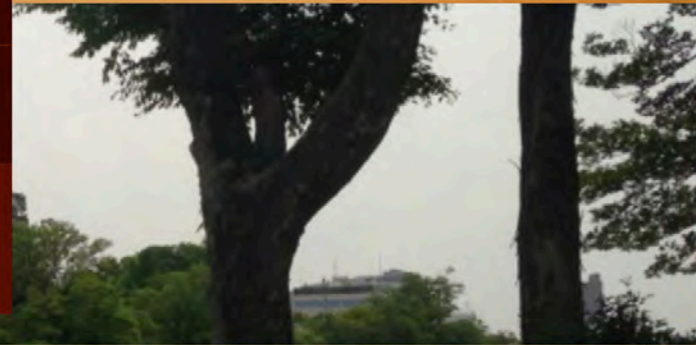
MLO1: Language and Communication

MLO2: Culture

MLO3: Secondary Culture

MLO4: Research Technology

MLO5: Cultural Internalization and Language Immersion



## M.L.O 5: Culture internalization and Language Immersion



Outcome Requirements:

Students demonstrate that they have actively immersed themselves in authentic Japanese cultural and linguistic environments and have internalized the language.

[pscombe1.weebly.com/mlo5-cultural-internalization-and-language-immersion.html](https://pscombe1.weebly.com/mlo5-cultural-internalization-and-language-immersion.html)



## MAXIMIZING STUDY ABROAD EXPERIENCES

Adapted for AAC&U's VALUE rubrics for *Intercultural Knowledge and Competence* and *Integrative Learning*.

### Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

	<b>Capstone 4</b>
<b>Skills</b> <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.
<b>Attitudes</b> <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.
<b>Reflection and Self-Assessment</b> <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.



# Purpose



## Faculty/Program

### ● Document development of students skills and knowledge over a period of time :

- Monitor students' development stage toward each MLO
- Provide feedback to students at end of each semester

### ● Assessment/Evaluation of MLOs and Program Assessment:

- Review to what extent student meet each MLO
- Conduct end of semester and final semester
- uses for program's systematic assessment and program improvement

### ● Showcase:

- Showcase of the program through students' competency with sample evidence

## Student

### ● Document development of students skills and knowledge over a period of time :

- self-assessment and reflection, monitor their own growth
- Receive feedback from faculty at end of each semester

### ● Assessment/Evaluation of MLOs and Program Assessment:

- Document skill and knowledge and set future goals
- Conduct end of semester and final semester

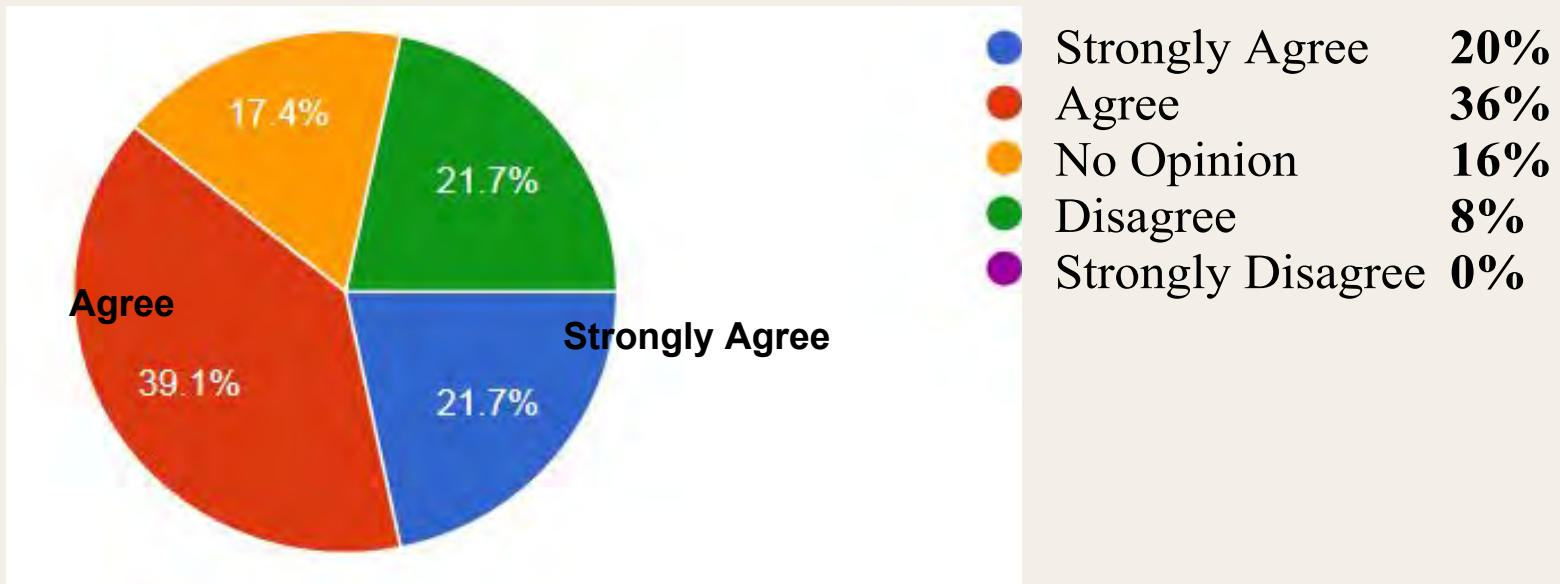
### ● Showcase:

- demonstrate exemplary works with sample evidence
- Use for future employment

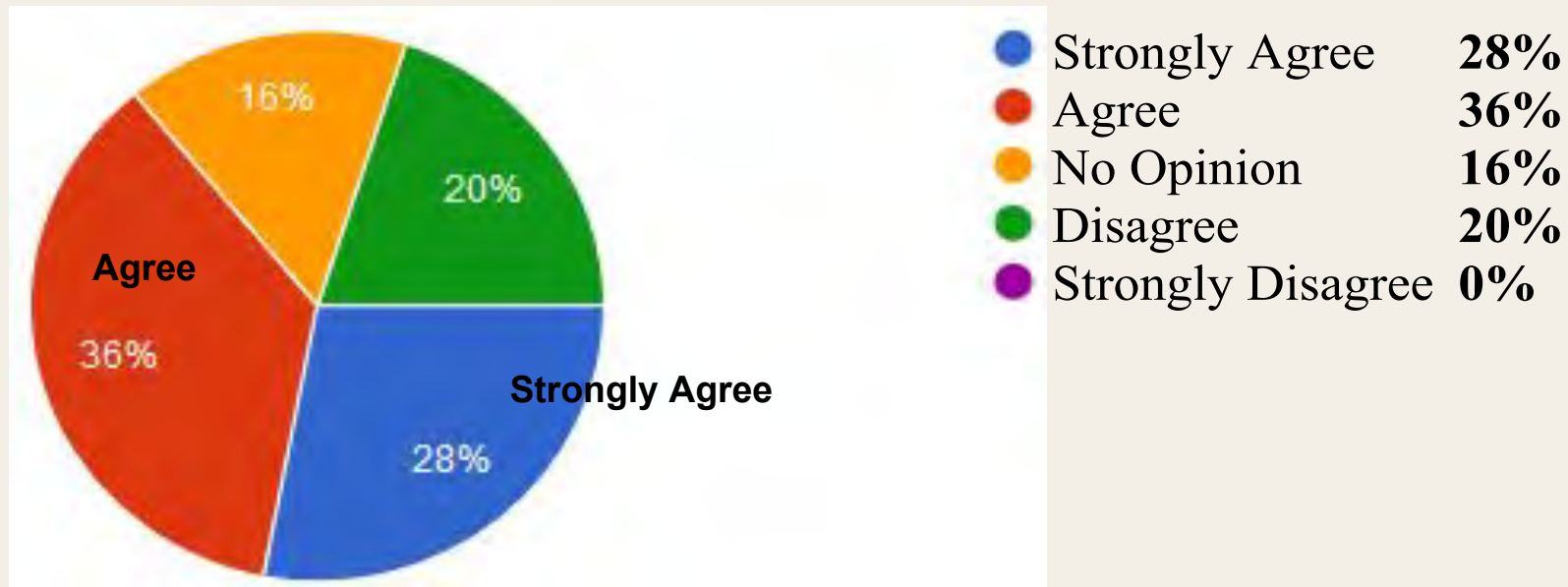


# I have enjoyed creating my e-Portfolio.

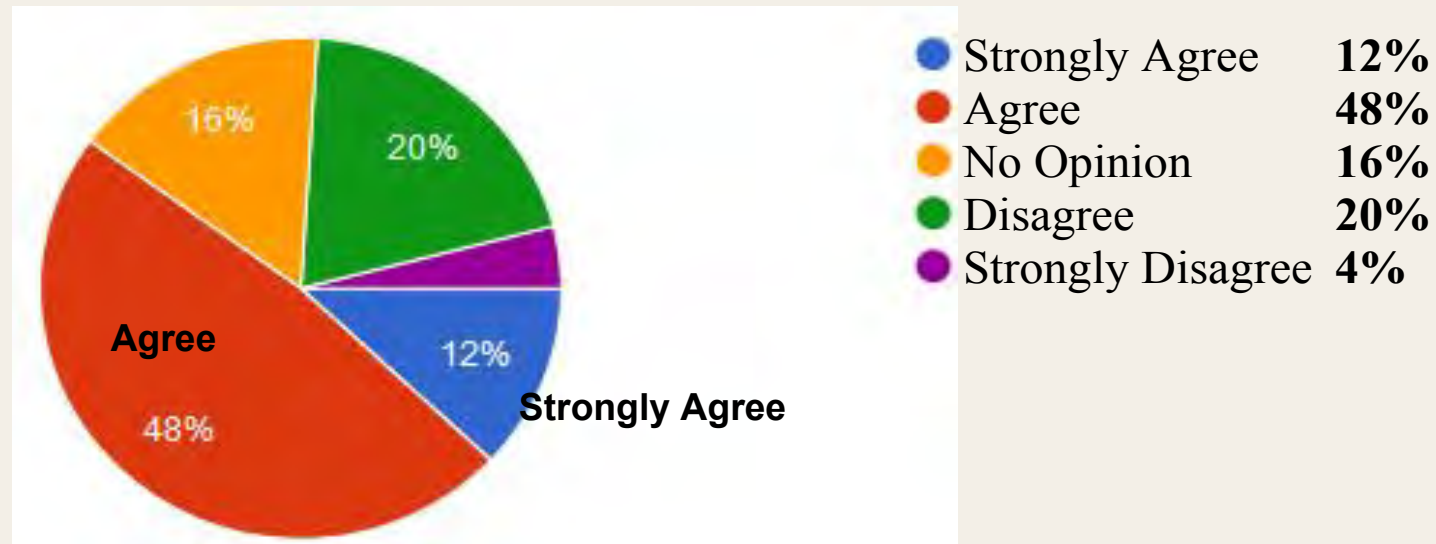
- I have enjoyed creating my e-Portfolio.



# Building the e-Portfolio has encouraged me to think critically about my academic performance.

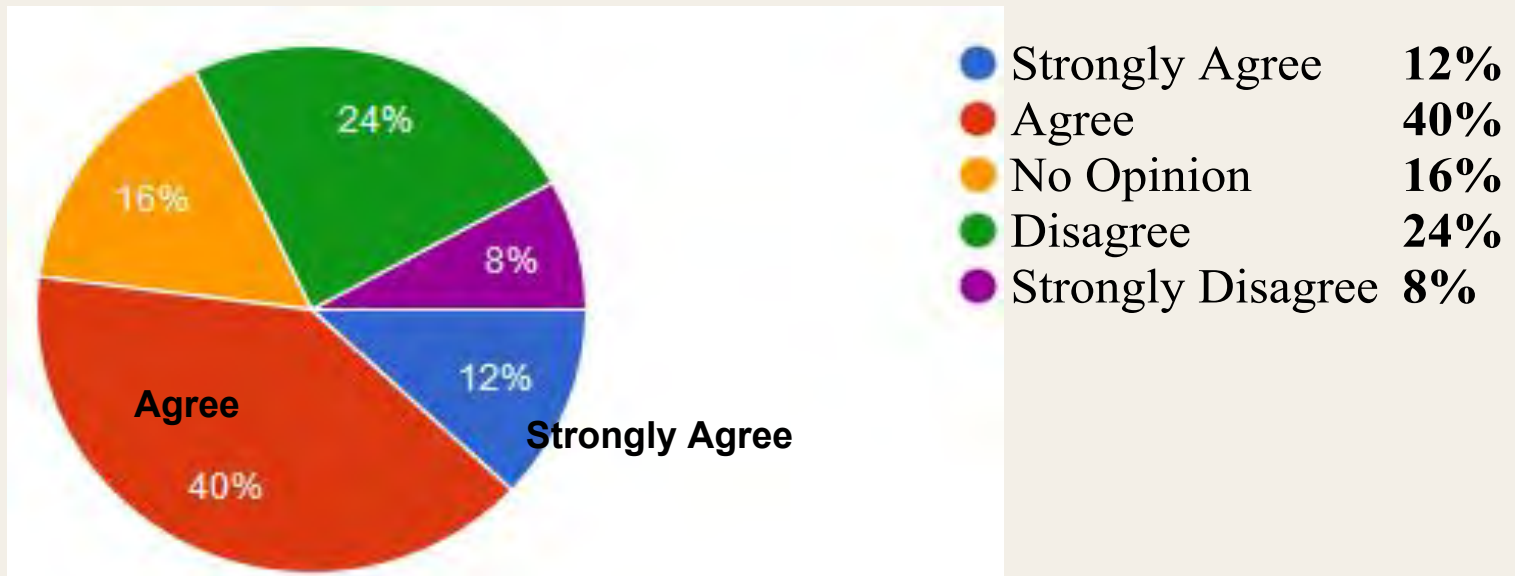


**The e-Portfolio building process has encouraged me to think about the knowledge, skills, and abilities I have acquired in my major, and how I can apply them professionally in the future.**

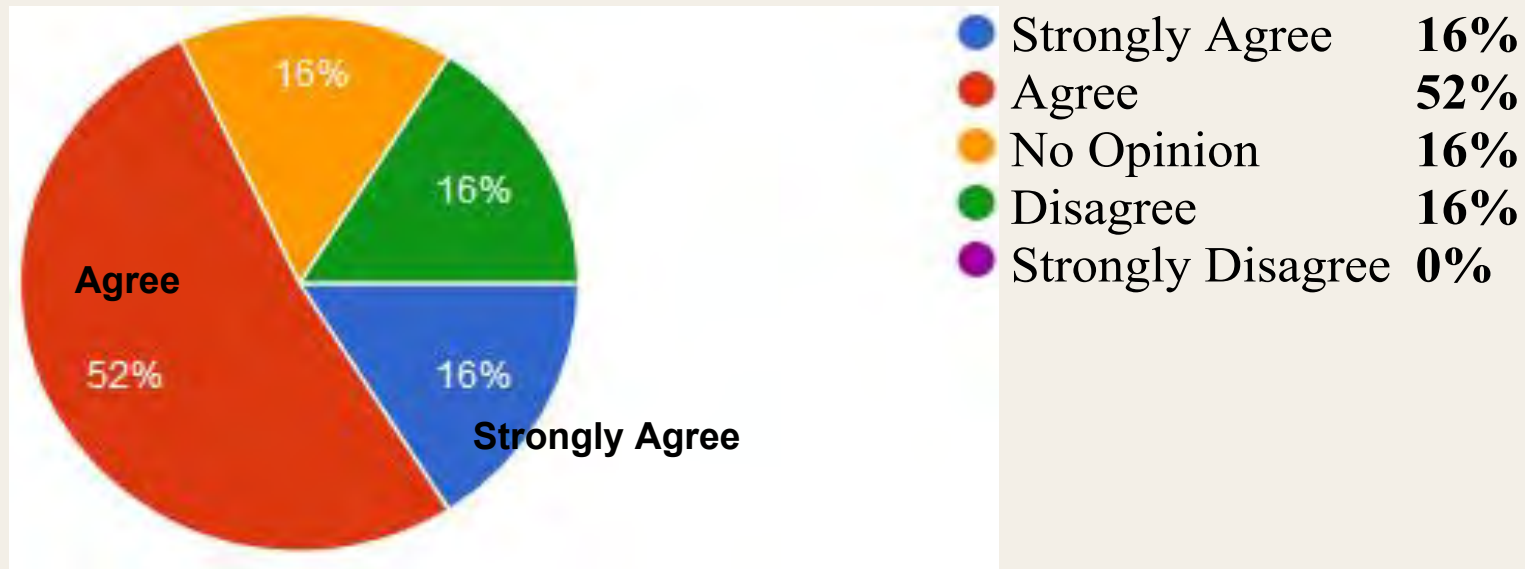




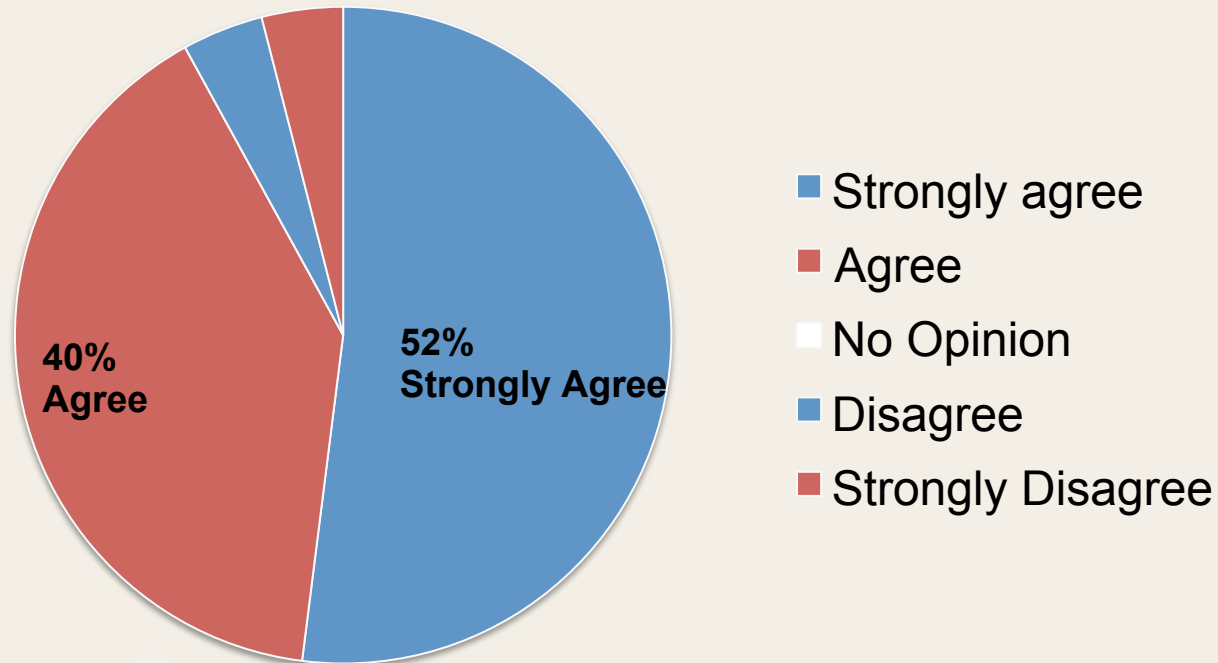
**The e-Portfolio building process has helped me become more aware of my strengths and weaknesses in my target language.**



**The e-Portfolio building process has encouraged me to think about the student learning goals and outcomes of my major in the School of World Languages and Cultures.**



# Creating my e-portfolio was not easy, but still a worthwhile experience.



# Benefits of the e-Portfolio

- ❖ Being able to gather all my work that I have done at CSUMB and organize it my terms and class to help me remember all the things I have learned in teach class.
- ❖ As a showcase of achievements and experiences
- ❖ Organizing everything in one place and knowing the strengths and weaknesses.
- ❖ Academic reflection
- ❖ It forces you to reflect on what you have learned
- ❖ It is a project about me, as opposed to all the other assignments in college, which are about something else.
- ❖ Having the opportunity of seeing what knowledge I have achieved.



# Reflections

## ❖ Digital Connections:

- Through the students lens
- Reflective process then the end results shine
  - Pre, During and Post
- Practice
  - Critical reflections takes practices
  - Clear rubrics helps
- Effective Prompts
- Prepare mindset
- Combination of easy tools
- Collaboration: Students, Staff, Faculty



# What are the humanities

## Stanford Humanities Center:

The humanities can be described as the study of how people process and document the human experience. (<http://shc.stanford.edu/what-are-the-humanities>)

Digital Connections: classroom, the international experience, and the return to the classroom





# Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use

By R. Michael Paige, Andrew D. Cohen, Barbara Kappler Mikk, Julie C. Chi, & James P. Lassegard



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