Worked Example

This worked example is appropriate for teachers at all levels of experience. However, for teachers with more experience, we recommend bilateral exchanges whenever possible.

Overview

This 19-day sojourn to Cape Town, South Africa, is intended for students enrolled in Year 1 of the college’s languages program and includes both homestay and a volunteer component (see section on [trip design process](https://abroad.ccdmd.qc.ca/design-process/the-trip-design-process/what-is-the-design-process/)).

Curricular Integration

Students must complete two for-credit preparatory courses during the winter semester in order to be eligible for the sojourn in the spring (see section on [curricular integration](https://abroad.ccdmd.qc.ca/design-process/curricular-integration/)). The sojourn helps students meet the following program requirements:

* 054T Appreciate contemporary cultural diversity
* 0552 Communicate in a third language (vantage level for independent users)
* 054U Demonstrate capacity to integrate learning in arts, literature, and communication

Timeline

In this worked example, preparing the pedagogy for the sojourn began one year prior to departure. The first task was to establish overseas contacts who could help us to achieve our objectives. Eight months prior, we began planning the day-to-day activities and the lesson plans. Next, we started building a [community of inquiry](https://abroad.ccdmd.qc.ca/trip-management/creating-a-community-of-inquiry/why-creating-a-community-of-inquiry-matters/) and equipping students with the knowledge and skills they would need to participate fully in the experiences that awaited them. Three months prior, we matched students with homestay families and volunteer placements and initiated predeparture contact. Now, we’re ready to arrive at our destination and begin daily parallel [teaching cycles](https://abroad.ccdmd.qc.ca/pedagogy/strategies-for-language-teaching-during-study-abroad/experiential-teaching/).

| 1+ Year Prior | Partnerships | Find suitable overseas partners and negotiate objectives |
| --- | --- | --- |
| **6-12 Months Prior** | Planning | Link activities and objectives, Integrate locals into every activity, Think about parallel learning cycles, etc.  |
| **0-6 Months Prior** | Preparing Learners | Build a team, establish routines and norms, learn about the culture, prepare for specific tasks, etc |
| **In-Sojourn** | Teaching | Facilitating parallel daily learning cycles: task-based and experiential |

Summary of Pedagogy

In-sojourn instruction takes place in two parallel cycles: task-based teaching and experiential teaching. On weekdays, students will attend 1.5 hours of preparatory, in-person class every morning and 1.5 hours of online debriefing class every evening.

|  | Project-based teaching:Planned learning | Experiential teaching:Unplanned teachable moments |
| --- | --- | --- |
| Morning lesson (1.5 hours) | Presentation of a challenging problemInquiry | Reflective observation: Analysis and perspective-taking regarding incidents the previous eveningAbstract conceptualization: Assimilating experiences and challenging preconceptions and biasesActive experimentation: Planning how to act next |
| **Learning activities** | Experience | Concrete experience |
| **Online evening lesson(1.5 hours)** | Voice and choice of studentsGuided reflectionCritique and revisionPublic product | Reflective observation: Analysis and perspective-taking regarding incidents the previous eveningAbstract conceptualization: Assimilating experiences and challenging preconceptions and biasesActive experimentation: Planning how to act next |
| **Activities with host families and pursuit of personal development goals** |  | Concrete experience |

Classes equip students with the language competencies, cultural knowledge, and work-related skills (see [setting objectives](https://abroad.ccdmd.qc.ca/pedagogy/setting-objectives-for-study-abroad/)) they need to participate in volunteer activities as well as various learning projects and outings (see [strategies for language teaching during study abroad](https://abroad.ccdmd.qc.ca/pedagogy/strategies-for-language-teaching-during-study-abroad/)).

Local Involvement

Volunteer activities will be coordinated in collaboration with our partners at International Volunteer Headquarters (see section on [reducing cognitive load](https://abroad.ccdmd.qc.ca/design-process/collaborating-and-delegating/reducing-irrelevant-cognitive-load/) for an explanation of why we chose a paid partnership). Students will also have an opportunity to interact with locals during 12 days of homestay, including one entire weekend with their host family (for more information, see section on [involving locals](https://abroad.ccdmd.qc.ca/design-process/involving-locals/issues-surrounding-interactions-with-locals/)).

As mentioned in the Timeline section of this document, our partners helped us to contact homestay families and to secure volunteer placements three months prior to departure. This allowed us to begin practising the language for specific purposes, reducing affective barriers, and establishing norms and expectations.

Evaluation

At the end of their stay, the students will have to complete an evaluation in the form of a project based on their learning in the English language, South African cultures, and international cooperation (for more information, see section on [pedagogy: assessment and evaluation](https://abroad.ccdmd.qc.ca/pedagogy/assessing-and-evaluating-students-during-study-abroad/)).

Itinerary

The itinerary will begin and end with a whole-group stay in a youth hostel. This will give the students time to become oriented to the city and to have a final debriefing together.

The middle of the trip will take place in homestays, which will begin with a barbeque and soccer day and end with a banquet. Since the quality of host families can vary, we propose optional activities during the weekend to occupy students whose host families do not plan any activities. The host families are welcome to join the class in these proposed optional activities.

All activities that are not bolded on the calendar will be entirely in English. All activities in **bold** should be in English but can involve use of the home language (French) if the discussion is too emotionally charged (e.g., defusing an argument between roommates). This should be made clear to the students and, before departure, the students should agree on the rules of language use and their enforcement (for more information, see section on building a [community of inquiry](https://abroad.ccdmd.qc.ca/trip-management/creating-a-community-of-inquiry/why-creating-a-community-of-inquiry-matters/)).

A key aspect of this calendar is that morning classes will be in-person and debriefing classes will be online. This will reduce commute times between classes, host families, and volunteer locations, since not all students volunteer in the same locations and not all host families are in the same neighbourhood. The Internet connection was tested three months prior to departure to ensure that this plan would be possible.

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 |
| --- | --- | --- | --- | --- | --- | --- |
| Arrival | Group breakfast | Group breakfast | Group breakfast | Homestay breakfast | Homestay breakfast | Homestay breakfast |
| Youth hostel check-in | Vox pop presentations, **debriefing** and preparation | Robben Island tour (includes lunch) | Meet the host families: barbeque and soccer game | **Debriefing** and preparation(in person) | **Debriefing** and preparation(in person) | **Debriefing** and preparation(in person) |
| Group lunch | Aquila Game Reserve Safari (includes lunch) | Debriefing class | Students integrate host families | Orientation to volunteer placements | First full day of volunteer placements | Second full day of volunteer placements |
| Walking tour and orientation | **Debriefing** and preparation | Group dinner | **Debriefing** and preparation classes (online) | **Debriefing** and preparation classes (online) | **Debriefing** and preparation classes (online) | **Debriefing** and preparation classes (online) |
| Nap time / free time | Group dinner | Reach for the top activity or Quiz night | Dinner and activities in host families | Dinner and activities in host families | Dinner and activities in host families | Dinner and activities in host families |
| Group dinner | Karaoke night |  |  |  |  |  |
| Vox pop project |  |  |  |  |  |  |

| Day 8 | Day 9 | Day 10 | Day 11 | Day 12 | Day 13 | Day 14 |
| --- | --- | --- | --- | --- | --- | --- |
| Homestay breakfast | Homestay breakfast | Homestay breakfast | Optional morning tour (host families welcome): Lwandle Migrant Museum | Fifth full day of volunteer placements | **Debriefing** and preparation(in person) | **Debriefing** and preparation(in person) |
| **Debriefing** and preparation (in person) | **Debriefing** and preparation (in person) | Optional morning tour (host families welcome): Diamond Museum | Optional afternoon tour (host families welcome): Nature walk with penguins  | **Debriefing** and preparation classes (online) | Sixth full day of volunteer placements | Seventh full day of volunteer placements |
| Third full day of volunteer placements | Fourth full day of volunteer placements | Optional afternoon tour (host families welcome): Winery tour  | Dinner and activities in host familiesHomestay breakfast | Dinner and activities in host familiesHomestay breakfast | **Debriefing** and preparation classes (online) | **Debriefing** and preparation classes (online) |
| **Debriefing** and preparation classes (online) | **Debriefing** and preparation classes (online) | Dinner and activities in host familiesHomestay breakfast | **Debriefing** and preparation(in person) |  | Dinner and activities in host familiesHomestay breakfast | Dinner and activities in host families |
| Dinner and activities in host families | Dinner and activities in host families |  |  |  |  |  |

| Day 15 | Day 16 | Day 17 | Day 18 | Day 19 | Day 20 | Day 21 |
| --- | --- | --- | --- | --- | --- | --- |
| Homestay breakfast | Dinner and activities in host familiesHomestay breakfast | **Debriefing** and preparation classes (online) | Free timeGroup breakfast | District Six Museum and Testimonials | Group breakfast | Presentations of final projects |
| **Debriefing** and preparation (in person) | **Debriefing** and preparation (in person) | Final dinner banquet with host families and volunteer supervisors  | Surf lessons  | Group dinner | Quad bike tours of the sand dunes | **Final group dinner, photo exchange and debrief** |
| Eighth full day of volunteer placements | Ninth full day of volunteer placements | Check in to youth hostel | Lunch | Free time | Lunch | Free timeFlight home departs 8am |
| **Debriefing** and preparation classes (online) |  |  |  |  |  |  |

Sample lesson plan for Day 5

Context

Students will have had an orientation to their volunteer placements the day prior. This lesson will prepare them for their first entire day in one of three volunteer placements: animal care, childcare, or sports development.

Both the morning and evening lessons will include debriefing followed by preparation.

Objectives

Linguistic competency: Key vocabulary for the workplace Sociocultural competency: Registers for speaking to children and animals; registers for speaking with colleagues.

Knowledge of the culture (e.g., history, institutions, geography, religion, symbols) Skills in interpreting and relating (e.g., ability to identify areas of misunderstanding, to mediate between conflicting interpretations of an issue, to identify your own ethnocentric perspectives)

Morning Lesson (1.5 hours)

Experiential cycle warmup[[1]](#footnote-1)

“ “What did you do after dinner yesterday?” Students take turns answering the question. Any critical incidents (misunderstandings, conflicts, challenges, etc.) are noted by the teacher.

Experiential cycle[[2]](#footnote-2)

Choose one of the critical incidents discussed in today’s warmup and answer the following questions in greater detail using the RAISED model (can be done individually, in pairs, or in small groups):

1. Clarify the situation
	1. What happened to the person in your group?
	2. How did the person in your group feel?
	3. Was the person in your group upset after the interaction?
2. Deepen your experience
	1. What was the person in your group expecting?
	2. What is he/she tempted to conclude?
	3. What assumptions is he/she making?
	4. How does he/she know these assumptions are valid?
	5. Is it possible that these assumptions are unfounded?
3. Expand your knowledge
	1. What are some other possible explanations?

Next, consult with other people (in the group, locals, people in the specific situation) to find out more. Does the new knowledge change any assumptions?

**Determine possible actions:**

1. What can the person in your group who experienced this critical incident do about their present situation?
2. What can we all do in a similar situation in the future?

Project-based cycle: Warmup

“Yesterday, you met with their volunteer placements. What vocabulary do you think will be useful based on your placements?” The teacher divides students into groups based on their volunteer placement and asks them to make a list of relevant vocabulary:

|  |  |  |
| --- | --- | --- |
| Vocabulary associated with animal care we already know | Vocabulary we learned yesterday in our animalcare placement | Vocabulary we think will be useful for today |
| e.g., dog, leash, collar, etc. | e.g., kennel, obligatory carnivore, etc. | e.g., Aujourd'hui, nous assisterons la vétérinaire dans l'évaluation de la santé physique des chiens. Il sera donc important de connaître le vocabulaire médical comme stéthoscope, tension artérielle, etc. |

Project-based cycle: Problem

“Imagine three different situations that could arise today in your volunteer placement. Who do you think would be involved? How do you think they would react? What would they say?” In teams of four, the teacher has the students role play each of the scenarios.

Project-based cycle: Inquiry

“What were you able to say in each of the three scenarios? What couldn’t you say? How did you handle it when you couldn’t say something?”

The teacher debriefs the whole class. Each team must then find out any vocabulary they were missing and add it to their list and check any grammatical structures they weren’t sure of.

Evening Lesson (1.5 hours)

Experiential and project-based combined warmup[[3]](#footnote-3)

“What happened today at your volunteer placement?” The teacher has students complete the following table in their learning logs (at least three things):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Who? | What? | Where? | When? | Why? |
| e.g., Jessy, the veterinarian and I | We examined a sick dog and found out she had distemper.  | At the clinic | When we first arrived | They can’t afford to vaccinate all the dogs and so they must identify sick dogs immediately before the disease spreads. |

Experiential and project-based reflection

The teacher has each student share one interesting/emotionally charged moment from their day in small groups. After each story, students work together to carry out three steps:

1. Use the RAISED model to address emotions and assumptions, to take different perspectives, and to determine how action can be taken to improve the existing situation or to behave differently in the future.
2. Discuss language use in the incident:
	1. What do you think you did a good job of communicating in the situation?
	2. What were you unable to say? Were there grammatical or lexical issues to be addressed?
3. Role play one of the situations presented in your group:
	1. Role play first as it happened
	2. Second, role play how it could have gone differently if you had thought more about other perspectives and/or had more time to reflect on grammar and vocabulary.

**Teachers and students make a list of what they’ve learned from the role plays as they’re presented:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Situation | Biases and assumptions challenged | New understandings | Linguistic challenges | Linguistic learning |
| X | X  | X | X | X |

1. With higher-level students, this can be in the target language. However, code switching and use of the dominant language are allowed with lower-level students, since the primary objectives are intercultural communication and developing transversal skills such as problem-solving. [↑](#footnote-ref-1)
2. Idem [↑](#footnote-ref-2)
3. In this example, experiential and project-based learning cycles can be combined for higher-level students. For lower-level students, cycles are addressed separately to allow for a focus on intercultural communication and transversal skills (experiential), followed by a separate focus on the language (task-based). [↑](#footnote-ref-3)