

**ENGR 195 -- "Makers" in Cross-Cultural Perspective:
Inventors, Geeks & Artisans in Spain & Morocco
Example Intercultural Learning Plan**

A. Analysis of Context

<p>Situational Factors:</p> <ul style="list-style-type: none"> • Primarily First & 2nd Year ENGR Students; some Science • Team-Taught • "Embedded" Study Abroad (met weekly throughout Spr semester) 	<p>Responses/Solutions:</p> <ul style="list-style-type: none"> • ABET Standards • Purdue Core Curriculum • Transparency of Objectives • Teaming practice & content delivery prior to departure
<p>Special Pedagogical Challenges:</p> <ol style="list-style-type: none"> 1. Few Formal Classrooms ; Much Experiential Learning 2. Jet Lag; 6 cities in 8 days 3. Students' minimal FL skills 	<p>Responses/Solutions:</p> <ol style="list-style-type: none"> 1. Use bus time for structured reflection & team reports 2. Slower pace on first 2 days 3. Partner w/ bilingual local students

B. 3-Column Table for Backwards Design

Learning Goals:	Assessment Activities:	Learning Activities:
<p>1. Cultural Self-Awareness: Is able to identify own cultural rules and biases.</p>	<p>Instructor analysis of students' group & paired oral & written reflections during time abroad; rubric-based content analysis of final synthesis assignment.</p>	<p>a) My Cultural Identity worksheet b) Emotional Hot Buttons activity w/ room-mate; c) Cultural Values Mapping Exercise & class discussion of values in US & host countries</p>
<p>2. {Team} Communication: Recognizes and participates in cultural differences in verbal and non-verbal communication styles, in a teamwork situation –and begins to negotiate shared understanding.</p>	<p>Kolb Learning Style Inventory; final reflection/synthesis activity [discuss your teamwork style and its impact on team communication & effectiveness in Spain & Morocco].</p>	<p>With assistance of bilingual Moroccan students, design and deliver a classroom presentation to Arabic-only primary school students on being a Maker (creative & inventive Engineer or Scientist).</p>

Intercultural Learning Plan for your Study Abroad Trip

A. Analysis of Context

Situational Factors:	Responses/Solutions:
Special Pedagogical Challenges:	Responses/Solutions:

B. 3-Column Table for Backwards Design

Learning Goals: **Assessment Activities:** **Learning Activities:**

1.		
2.		