

Submission Date	2015-02-04 12:42:56
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Department	Modern Languages, Literatures, and Cultures
Administrative Assistant	Jennifer Tollefson
Grant Title	Individual Teaching and Learning Grant
What are the basic pedagogical ideas, problems, or questions you will examine during the grant period?	I will be looking at the issue of migration in Germany, in Berlin in particular, and the opportunities presented for teaching and learning intercultural competence by the Villa Global, the Next Generation project of the Jugend Museum in Schoenberg, a district of Berlin where individuals from diverse ethnic backgrounds live in community together.
Please describe what course(s) you will focus on during the mini-grant period and how you anticipate incorporating the mini-grant project into that course or those courses.	The main focus of my work will be for the proposed 2016 J-Term program addressing German cultural identity, but the general learning about the increasing diversity of the German population and migration issues will be applicable to all of the German language courses as we discuss German everyday life and culture, and especially the German 251 course which goes into more depth exploring current German social and cultural issues/topics.
What work will be accomplished during the grant period? Supply a brief plan of work.	I will be working with the museum educators to translate current teaching material into English... this includes descriptions of artifacts and personal statements in the Villa Global exhibit, as well as workshop handouts and printed literature. Although the work of translation is likely to continue during the spring semester and upcoming summer, my own learning will increase exponentially during the five days of discussion and interaction with individuals in Berlin.
How will you measure the outcomes and impact on teaching and learning of your work during this grant period? Please be specific about methodology, assessment techniques, and evaluation of student learning.	My own work and learning will be assessed by the following: <ul style="list-style-type: none">• a record of those items to be translated, which are completed and which remain to be completed• notes (and perhaps video) from interviews/discussion with individuals discussing history of migration, increasingly diverse population in Berlin, and issues of assimilation/integration Student Learning will be measured by the following: <ul style="list-style-type: none">• In the J-Term courses, I will compare students' evaluation of the intercultural competence workshop/learning activity at the Jugend Museum between the 2015 group, which had no materials in English, and those in the 2016 group, which will have the benefit of materials in English• In the German language courses, students will complete a K/W/L assessment, indicating their prior knowledge (before instruction) and what they learned (post instruction)
Anticipated project completion date?	This is difficult to determine – the English translations of materials will likely continue through the summer (On March

14, I will know how much remains to be translated after the 5 days in Berlin), but this will be ready for 2016 J-Term course. , Incorporation of the personal interviews about migration, diversity, etc. will happen incidentally throughout the semester, with intentional instruction/curriculum integration in the German 251 class and targeted inclusion in language classes next fall, so that date would be September 1, 2015.

Upload Mini-grant budget form here.

[Proposed Budget for Mini.pdf](#)