

FULBRIGHT-HAYS SEMINARS ABROAD PROGRAM

Independent/Curriculum Project Guidelines

Fulbright-Hays Seminars Abroad Program participants are required to develop curriculum units. When completing the required project, please keep in mind that this project should be something which can be used by the participant's institution and/or community which educates about aspects of the host country(ies) of the particular seminar in which you participated. Additionally, the curriculum project that you create will serve as a valuable resource for other educators who do not have the opportunity to participate in such a program. The following is a general description of this project requirement and its purpose.

WHAT IS REQUIRED?

It is recognized that a curriculum unit is determined by the audience, level and/or complexity of the lesson plan, and the person/organization that approves curricula. The required project applies to all participants, regardless of teaching level. It is understood, however, that at the college or university level, different types of curriculum-based projects may be more appropriate than curriculum units.

Please do not submit a collection of images with text. The project can focus on a particular image or series of images, however there needs to be a lesson developed around the images.

This guideline focuses primarily on the curriculum projects. However, many of the details regarding expectations apply to all levels of work.

WHY DOES THE REQUIREMENT EXIST?

The independent/curriculum project is a mandatory part of the seminar experience for a number of reasons. First among these is the role as a focusing agent for the participants in the seminar. The project serves to filter and define the vast quantity of information presented during the seminars into a useful tool. Second, the projects are used to expand the impact of the seminars. The finished work becomes available through application in the participants' classrooms, in institutions, schools, and communities, and through presentations at professional associations. Third, completed curriculum projects will be posted on Fulbright Commission or other education association websites, whenever possible, to serve both as an example for future Seminars Abroad program applicants as well as a reference tool for educators nationwide. **Therefore, the completion of the independent/curriculum project is a very significant part of the participant's seminar experience.**

HOW ARE THE PROJECTS USED?

All participants are required to complete one curriculum or independent project which is relevant to their teaching or administrative responsibilities. The project will be coordinated, assisted, and collected by the administering agency of the seminar. In the case where two administering agencies are involved with a joint seminar, the agencies will decide which one will be responsible for coordinating the collection of the projects. Participants are required to submit their projects to the coordinating administering agency 90 days after the end date of the seminar.

During the seminar, the agency will use its discretion in facilitating projects based on how much each participant is able to do within the context of the seminar. Each completed project will be submitted by the participant to the administering agency, along with a summary page. If the administering agency has the capability, it will also post completed projects on the web.

WHAT IS THE TIMETABLE?

The following are suggestions on how to maximize the time available before, during, and after the seminar to complete the best project possible.

Before Departure:

Participants should ask themselves three essential questions to help develop their project's focus:

- What do U.S. students need to know about the host country(ies)?
- Why is knowledge about the host country(ies) important for U.S. students?
- How can I facilitate learning about the host country(ies)?

Following are suggestions for further formulating project ideas:

Search for existing curricula about the culture of the host country to be studied. Local libraries, school libraries, university specialists and U.S. Department of Education-funded Title VI National Resource Centers are good places to begin (<http://www.ed.gov/programs/iegpsnrc/index.html>; go to Awards);

Find out what your students want to know, or already know about the host country; consider planning a global, regional, or cross-cultural lesson which includes information about the host country. For example, Mexico's economy could be studied in terms of Latin America's overall economy; or a religious artifact from India could introduce students to religions of Asia;

Decide how the revised or new curriculum units will be incorporated into current courses;

Check with former seminar participants about curriculum projects and resources

Identify specific topics so that purchases, taping and photographic efforts are focused, saving time and money;

Confer with other faculty and colleagues about needs across other disciplines; possibly outline an interdisciplinary approach and/or curriculum.

In Country:

During the seminar abroad, participants should:

1. Gather materials and artifacts that are representative of the culture, its geography, or history. Samples might include photographs, slides and videotapes of the terrain, buildings, people, advertisements, and television shows; commercial pictures; flyers, brochures, product packaging wrappers, fast food or entertainment posters; money and stamps; clothing; toys and games, maps made in the country; audio tapes of music, magazines, books, and textbooks for the grade level taught at home; and newspapers;
2. Compile notes from interviews, lectures, briefings, and tours; and other information gathering opportunities;
3. Arrange conversations and interviews with citizens of different ages and backgrounds, if feasible;
4. Check with the group leader/coordinator and other members of the seminar for ideas and possible revisions of the curriculum units. **You may find that your originally planned topic may have to be refocused once you are in the host country(ies). You must be mindful about how feasible your project is in the context of the seminar and which resources are (or are not) available in the host country(ies);** and
5. View text materials of the host country on subjects appropriate to the level taught; talk with teachers in the host country, if possible.

Upon Return:

Participants should consider a review of the curriculum projects with other participants in the host country, and a follow-up debriefing in the U.S. whenever possible. Many participants generally attend annual meetings of the National Council for the Social Studies or other professional meetings. These opportunities provide ideal fellowship since the U.S. Department of Education cannot cover such costs. This will facilitate the sharing of lesson plans, tapes, slides, photocopies, and other materials. In addition, it is suggested that you:

1. Secure/protect flyers, brochures, maps and other paper materials;
2. Document all slides, tapes and artifacts;
3. Review notes and materials, including both personal and handouts; and
4. Prepare a plan to teach a lesson from the curriculum unit as a result of the seminar abroad as early in the school year as possible.

A NOTE ABOUT COPYRIGHTS & DISSEMINATION:

Please be sure to cite all other sources' published materials that you include in your project.

When using other sources, you are required to receive permission to use the material from the owner of that material's copyright. Fulbright-Hays participants are not exempt from fees or penalties incurred for illegally using copyrighted materials.

Also, please keep in mind that participants are free to pursue copyrights on their curriculum/independent projects. However, it should be noted that any materials developed under the auspices of the Fulbright-Hays program should be available to the public at no cost.

In addition, participants are required to share their projects with colleagues and conduct outreach activities in their institutions, schools, classrooms, and communities upon return to the U.S. and may be asked to submit a detailed dissemination report on how this was accomplished.

Please remember that the project is to be shared. Include all pertinent materials to make the project as inclusive as possible.

Below we are including a guideline for creating a curriculum unit; this is borrowed from Understanding by Design Professional Development Workbook. If you do not have much experience in developing curriculum we strongly recommend getting this workbook. Our office strongly recommends using this format for developing the curriculum unit.

Stage 1- Desired Results	
Established Goals <ul style="list-style-type: none"> What relevant goals (e.g., content standards, course or program objectives, learning outcomes) will this design address? 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable? 	Essential Questions <ul style="list-style-type: none"> What provocative questions will foster inquiry, understanding and transfer of learning?
Students will know... <ul style="list-style-type: none"> What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill? 	
Stage 2- Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Through what authentic performance tasks will students demonstrate the desired understandings? By what criteria will performance of understanding be judged? 	Other Evidence: <ul style="list-style-type: none"> Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework journals) will students demonstrate achievement of the desired results? How will students reflect upon and self-assess their learning?
Stage 3- Learning Plan	
Learning Activities: What learning experiences and instruction will enable students to achieve the desired results? How will the design- W = Help the students know W here the unit is going and W hat is expected? Help the teacher know W here the students are coming from (prior knowledge, interests)? H = H ook the students and H old their interest? E = E quip students, help them E xperience the key ideas and E xplore the issues? R = Provide opportunities to R ethink and R evise their understandings and work? E = Allow students to E valuate their work and its implications? T = Be T ailored (personalized) to the different needs, interests and abilities of learners? O = Be O rganized to maximize initial and sustained engagement as well as effective learning?	