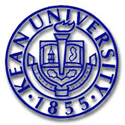
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**2018 STUDENT PROGRAM GUIDELINES**

1. **Important Project Dates:** <http://keansgei.wixsite.com/startalk2018/student-program-1>

Click on **Student Program** and **Important Project Dates**

1. **Student Program Outcomes**

Students will be able to:

* Improve Hindi/Urdu language skills in a *real world* context by learning about local/global issues affecting India/Pakistan *without using textbooks.*
* Participate in daily structured Skype interactions with our partner school in Ajmer, India or Karachi, Pakistan and with experts from various fields using a variety of technology tools.
* Gain knowledge about Indian/Pakistani perspectives/practices concerning targeted local/global issues in comparison with those from other countries.
* Use Hindi/Urdu in oral and written interactions on topics related to local/global issues with the goal of seeking possible solutions and taking action to address targeted issues.
* Be able to use Hindi for community service activities and/or future employment opportunities.
* Earn high school credits or up to 6- college credits through the NYU Proficiency Test offered at Kean the last day of the program.

**NOTE**: Onsite/online learning experiences focus on using Hindi/ Urdu to gain knowledge/perspectives about the target theme as the context for developing increasing linguistic, cultural and global competencies*.* As such, the focus of this language program is not on memorizing vocabulary and doing grammar exercises. Rather, language instructional approaches reflect the *World-Readiness Standards for Learning Languages* (ACTFL, 2014) and the STARTALK Student Principles <http://startalk.umd.edu/principles/>.

1. **Pre Program Activities: Kean Union Campus**

* **Mandatory Student Orientation Session ~ Hutchinson Hall J 305** **(4:00)**
* Online pre-assessment of language skills
* Program Expectations and Pre- Readings
* Supper and Parent Information Session(5:00- 7:00 PM)
* **Pre-readings** to be completed at home

1. **ONSITE Program: Kean Union Campus Weeks 1 and 2 (8:45-3:45)**
2. **Daily Schedule**

**8:15:** Arrival on Campus **12:00:** Lunch

**8:30:** Breakfast Activity **12:45:** Transfer of Learning/Coaching

**8:45:** Lesson objectives **2:45:** Presentational Tasks

Preparing for Cross-Cultural Interactions **3:45:** Extended Learning Tasks\*

**9:30:** Skype Session with India/Pakistan \*Required

**10:30:** Debriefing/Reflection/New Learning

1. **Absenteeism and Tardiness**

Daily participation in the program is critical in order to complete assigned tasks and build language skills. Chronic tardiness and absenteeism may result in dismissal from the program.

1. **Materials Needed**

Students will use technology tools and Internet resources throughout the duration of the program to practice Hindi/Urdu fonts, conduct research, maintain electronic files and compile an electronic portfolio of their work. Accordingly, **the instructional team requests that students use their own laptops for the project and bring them to class on a daily basis. Students who do not have access to a laptop should speak with the Program Director during the Student Orientation Session to arrange a loaner to be used in class only.**

1. **Onsite Lessons**

* Daily lesson objectives will be posted on the project website. Lessons contain clear linguistic and intercultural and global objectives expressed as learner “Can Dos.”
* All lessons are conducted solely in Hindi or Urdu and contain common elements.

**Lessons**:

* Are organized around a complex question related to the program theme and key understandings about targeted local/global issues.
* Contain activities that build both content and language knowledge and skills needed to address these issues and pose possible solutions in Hindi and Urdu.
* Require ongoing collaboration with peers on campus and in India/Pakistan through the final performance task which has a real world purpose.
* Promote the use of innovative learning strategies by integrating supportive technologies, inquiry- and problem-based approaches and higher order thinking skills.
* Provide multiple means for ongoing demonstration of what has been learned for *authentic audiences* (e.g., native students, guest experts, Hindi and Urdu public audiences) while honoring student voice and choice.
* Have time included for one-to-one coaching by instructors and peers.
* Build upon required *extended learning tasks* to be completed outside of class in preparation for the next day’s lesson.

**Note**: The completion of **extended learning tasks**, individually or in collaboration with others, is required of all students. A Certificate of Recognition for Successful Completion of the STARTALK Program will be awarded only to students who complete extended learning tasks on a daily basis, and meet other program requirements.

1. **Student Expectations: Onsite/Online Program**

Students will:

* Participate as active, engaged learners in all lesson activities and during Skype/videoconferencing sessions.
* Collaborate fully with heritage and native language-speaking peers in the completion of all assigned tasks.
* Use critical thinking and creative thinking, as well as cross-cultural communication skills to complete all onsite and online project tasks and activities.
* Use technology tools effectively to support learning within and outside of the classroom environment.
* Work with all instructors and students onsite and virtually in a respectful and ethical manner.

1. **ONLINE Program:**
2. **Purpose**

The purpose of the online program is to provide ample time to:

* Further develop literacy skills through **one-to-one coaching** by instructors in various skill areas identified for improvement in preparation for the NYU Test.
* Apply new knowledge and skills to complete the final performance assessment which consists of the creation of the final product(s)/performance(s) to address a global issue.

**Daily Schedule**: 4-hours- timeframe TBD by instructional team leader

* Individual/Paired Tasks (45 minutes)
* Individual Coaching (45 minutes)
* Development of products/performances through collaborative Tasks (2.5 hours)

1. **Specific Expectations for the Online Program**

During the online component of the program, students are expected to dedicate a minimum of four-hours daily engaging in one or more of the activities outlined below **independently and/or in collaboration with another/other student(s). Students are also expected to participate in online sessions during the timeframes set by instructors.**

Students will:

* Seek additional resources for the final project.
* Analyze, synthesize and weigh information gained about the targeted global issue that considers Indian, Pakistani and American perspectives for the final performance assessment.
* Use the writing process to prepare all written materials (includes drafting and peer editing).
* Rehearse the oral component of their presentation.
  + 1. **Final Performance Assessment**

Successful completion of all onsite and online lesson activities should lead to successful completion of the final project performance assessment and anticipated gains in proficiency that will be documented by nationally recognized tests.

**Assessment Overview**

Student work will be presented to:

* An authentic audience at Kean University, which may include invited dignitaries, the heritage language community and Indian/Pakistani experts in various professional fields.
* A worldwide audience through any products posted on websites by organizations whose mission is dedicated to addressing targeted global issues at local, regional, national and international levels.

Work will be evaluated using rubrics developed for the specific tasks that comprise the final assessment. Rubrics provide guidelines that clarify what is expected of students in order to successfully complete the assessment and earn a certificate for the program. Students are required to work in collaboration with another student from the program and/or from India/Pakistan partnering schools. Extra points will be factored into the final score for successful online cross- cultural collaboration with a student from India/Pakistan.

**Assessment Purpose**

During the course of the entire summer program students have used a variety of sources to identify, analyze, synthesize and weigh relevant information related to a specific global issue(s). They have gained an understanding of others’ perspectives on these issues, and communicated about them with Indian/Pakistani students and experts, but it is **through the final assessment project that students will be *taking action* to improve conditions.** The final assessment is also a means for students to provide evidence of attaining increasing linguistic, intercultural and global competencies.

**VII.** **Program Testing**

At the outset of the program, all students will be administered three pre-assessments: an *informal* **Oral Proficiency Interview** to measure speaking proficiency, an *informal* **Written Proficiency Test** to gauge writing proficiency and the **Computerized Assessments of Proficiency** (CAPs) to measure reading proficiency. They will also complete a **LinguaFolio** self-assessment of their Hindi/Urdu skills.

At the culmination of the program, proficiency gains will be documented in student portfolios and by the final assessment, as well in post program LinguFolio self-reporting. Proficiency gains will be *formally* documented by results obtained through administration of the **NYU Proficiency Test** in Hindi/Urdu with the number of high school or college credits awarded based on individual student test results.