

**Frances S. Johnson Junior Faculty Innovative Teaching
Award
Application Form**

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Context for the teaching methodology and its implementation

Fostering meaningful experiential learning and promoting learner-to-community connections are key pedagogical methodologies that I implement by creating learning environments that extend beyond the classroom walls. That is, the context for my teaching methods is borderless and includes the new service-learning programs that I developed and implemented during my first year at Rowan University. More specifically, I developed and launched six new indirect and direct service-learning programs in the following courses, which I also designed:

- 1) *Special Topics: Introduction to Spanish Interpretation*
- 2) *Spanish for Business A*
- 3) *Spanish for Business B*

The indirect and direct service-learning programs require 15 hours of service. The two principal differences between these programs are:

- 1) a student's selected service location and
- 2) the organizational tasks that connect course content to community needs, which are tailored to suit each student's prospective careers.

The indirect service-learning program allows our students to serve a community organization through various tasks (e.g., providing written translations of documents in English to Spanish, communicating in Spanish to community residents regarding free classes in English as a Second Language (ESL) in the community via telephone, etc.) from campus or home. Students in the direct service-learning program serve individuals at the community organization.

During my first semester (Fall 2016) at Rowan, I developed and implemented the following new programs in *Special Topics: Introduction to Spanish Interpretation*:

- 1) indirect service-learning program with the Ronald McDonald House of Southern New Jersey in Camden that includes a student-run donation drive and on-campus interviews in Spanish and English on the changing demographics and the role of language and intercultural competence in professional contexts
- 2) direct service-learning program with the Cooper Rowan Clinic in Camden and the Indian Avenue School in Bridgeton, NJ that includes implementing interpreting theories and techniques examined in our classroom into clinical or academic contexts (depending on students' career interests)

During the Fall 2016 semester, I submitted three new course proposals (*Introduction to Spanish Interpretation*, *Spanish for Law*, and *Advanced*

Spanish Translation) to the Curriculum Committee, which have been approved and are now pending Provost approval. Each of these courses will include distinct service-learning programs (both direct and indirect) in our community that allow our students to directly connect pertinent course topics to societal needs.

During the same semester, I developed and implemented the following programs in *Spanish for Business A*:

- 1) indirect service-learning program with the Ronald McDonald House of Southern New Jersey that includes addressing strategical business marketing needs for the organization via students' designs of bilingual (Spanish and English) multimedia and print advertisements to run a donation drive
- 2) direct service-learning program with *Unidos para la familia*, a non-profit organization of Revive SJ in Bridgeton, NJ that includes literacy skill development in English among monolingual speakers of Spanish

During my second semester (Spring 2017), I implemented the following indirect and direct service-learning programs in *Spanish for Business B*:

- 1) indirect service-learning program with Literacy NJ that includes a variety of tasks based on students' prospective careers (e.g., written translation tasks of business documents from English to Spanish)
- 2) direct service-learning with Literacy NJ that includes students' development and implementation of English as a Second Language (ESL) in professional and daily contexts

Currently, I am designing a new project-based service-learning program in *Introduction to Spanish Translation*, which will launch this fall. I will also launch a new service-learning program with The Cooper University Healthcare System.

Why this technique is innovative

Although language courses seemingly connect students to the cultures, identities, diversities, and language forms (e.g., dialects, registers, etc.), direct interaction with diverse Spanish-speaking individuals and connecting with professionals that seek to help linguistic minorities are not constructed within four walls. Moreover, intercultural competence development and examining disparities among linguistic minorities in language courses are rarely integral language course components.

Thus, as an experiential learning form and an innovative pedagogical approach, my service-learning courses are based on six fundamental student objectives:

- 1) serve underrepresented linguistic and ethnic minority populations,
- 2) critically examine disparities through inquiry-based learning,
- 3) develop intercultural competence as a lifelong learning skill,
- 4) promote supportive and collaborative student learning in professional contexts,
- 5) strengthen linguistic and cultural development in diverse contexts, and
- 6) encourage students to work toward eradicating disparities through active learning strategies.

To achieve these goals, students' classroom tasks range from researching and investigating disparities in our community and seeking potential solutions through inquiry-based learning to developing metacognitive strategies (or critically thinking about one's own thinking). While serving underrepresented linguistic minorities, students maintain daily vocabulary and culture charts as well as reflective diaries in Spanish.

Their service-learning assignments are established in partnership between myself and the community organization leader or director. Some of these needs include (but are not limited to) interpreting in the Cooper Rowan Clinic, interpreting at parent-teacher conferences at the Indian Avenue School, providing aid to increase voter registration among eligible Spanish-speaking community members, and developing and implementing English as a Second Language (ESL) conversation classes for monolingual Spanish-speakers.

Challenging our students to take a step beyond what we examine in our classroom transforms students' perceived traditional roles and encourages each student to become autonomous learners and collaborative leaders for social change.

Critical aspects of my pedagogies include two fundamental areas:

- 1) providing my students with opportunities to critically examine readings
- 2) address disparities and topics discussed in the classroom setting and further extend these discussions into actions in our local community.

As intercultural competence is increasingly gaining importance in our global society across disciplines, it is my pedagogical goal to continue to support my students' development of this lifelong learning skill.

As both pedagogical and learning innovations, these service-learning programs also promote individual student innovation. From designing creative social media sites in order to increase linguistic minority access to non-profit organizations' free services to developing key vocabulary lists in chronic disease for linguistic minority patients and prospective physicians,

our students are changing how organizations communicate with clients and patients to better serve those in need.

Responding to our students' diverse schedules is another example of how this pedagogical approach is innovative. Recognizing that some of our students may not be able to participate in direct service-learning at a community organization, I designed indirect service-learning programs to allow our students to participate in active learning while also serving a community organization from our campus or home. This program flexibility has allowed for 100% student participation in every course.

Evidence of impact on students

As a result of these meaningful learning experiences, our students have not only expressed the professional impact that these new programs and courses have had on their future goals and careers, but also how they have personally transformed into active participants in their own learning while serving underrepresented community members and diverse organizations. The tremendous impact that our new service-learning programs have on our students was recently featured in *The Compass* (Spring 2017 issue), the newsletter of the College of Humanities and Social Sciences.

To view the positive effects that these new programs have on our students, I developed the content on our new service-learning website on my Department's web page (accessible: <https://academics.rowan.edu/chss/departments/foreignlanguage/Service-Learning.html>). This website features an image of one of my students serving linguistic minority patients and prospective physicians at the Cooper Rowan Clinic. It also includes the first collaborative television program between students and professors in the Department of Radio, Television & Film and the Department of Foreign Languages and Literatures. Please note that this program is in Spanish. I plan to have my students in my upcoming course (*Introduction to Spanish Translation*) create subtitles in English for this program as a short media translation assignment.

More recently (Spring 2017), I collaborated again with the Department of Radio, Television & Film to co-produce another television program featuring my students in *Spanish for Business B*. This program highlights students' service-learning work with Literacy NJ and the personal and professional effects of the new indirect and direct service-learning programs (accessible here: <https://www.youtube.com/watch?v=WBIZvgHyBbM>). This second episode is in Spanish and includes subtitles in English. I edited each of the television programs' scripts and provided individual assistance to each student to strengthen oral and written skill development.

Additionally, as an impactful learning experience, many students opted to continue service-learning work beyond the required 15 hours. As an example, one student in *Special Topics: Introduction to Spanish Interpretation* continued her service at the Cooper Rowan Clinic.

Other students in *Spanish for Business B* continue to serve Literacy NJ. One particular student met with her Barnes and Noble manager to hold a fundraising event for Literacy NJ students and an open poetry reading for her linguistic minority students.

Limited supplemental documents

This section includes three areas: 1) sample of classroom materials, 2) sample of students' comments from University course evaluations and anonymous online surveys that I developed and implemented, and 3) scholarly work.

Effective service-learning courses rely on program design and implementation. Connecting the service-learning directly to course content is key as is constructing innovative methods for learner engagement in both the classroom setting and community context. The following provides a sample of my classroom materials that I provide to my students:

Sample of classroom materials

This course is designed to develop students' skills in interpretation, contrastive analysis, and intercultural competence through classroom simulations and active involvement in service-learning. Students are required to participate in 1 direct or 1 indirect service-learning program. These programs include the following:

- 1) 2 Direct service-learning options—
 - A. Cooper Rowan Clinic- Cooper Medical School of Rowan University student-run clinic (website: <http://www.rowan.edu/coopermed/patientcare/crc.php>)
 - B. Cooper University Hospital (website: <http://www.cooperhealth.org>)
- 2) 1 Indirect service-learning option—
 - A. Ronald McDonald House of Southern New Jersey/Family Room at Cooper (website: <http://ronaldhouse-snj.org>)

Table 1: Service-Learning Options outlines the key aspects of each option of service-learning. Additional information on each service-learning course requirement with instructions are included in this syllabus under the specific assignment section.

Table 1: Service-Learning Options

	Option 1A: Direct service-learning	Option 1B: Direct service-learning	Option 2A: Indirect service-learning
Location	Cooper Rowan Clinic 3 Cooper Plaza Camden, NJ	Cooper University Hospital 1 Cooper Plaza Camden, NJ	On campus
Free Campus-to-Campus Shuttle	Yes Shuttle schedule: http://www.rowan.edu/home/sites/default/files/Visiting%20Rowan/campus-_campus_glassboro-camden_fall_2016.pdf	Yes Shuttle schedule: http://www.rowan.edu/home/sites/default/files/Visiting%20Rowan/campus-_campus_glassboro-camden_fall_2016.pdf	Not applicable
Service-Learning Requirements	<ul style="list-style-type: none"> • 15 service-learning hours • 1 Training Session on our Glassboro campus with a third year medical student 	<ul style="list-style-type: none"> • 15 service-learning hours • Completed Volunteer Packet (posted on Blackboard under "Service-Learning") 	<ul style="list-style-type: none"> • Conduct 5 interviews • Interpret your 5 interviews • Run a donation drive for the agency from Weeks 4 to 15
Service-Learning Partner Hours of Operation	<ul style="list-style-type: none"> • Monday-Thursday 3:30–5:00pm 	<ul style="list-style-type: none"> • Monday-Friday 8:30am—4:30pm 	Not applicable

Table 2: Service-Learning Course Requirements highlight the main items from the direct service-learning (options 1A and 1B) and indirect option (option 2A) that each student will submit to the professor prior to starting the service-learning program to the final hour of the experience.

Table 2: Service-Learning Course Requirements

	Direct service-learning (Options 1A + 1B)	Indirect service-learning (Option 2A)
Service-Learning Course Requirements	<p>1) Vocabulary + Culture Charts (<i>Servir para aprender: Cuadros personales</i>)</p> <p>2) Self-reflection journal (<i>Diario: Experiencias de mi servicio</i>)</p> <p>3) Reflections (<i>Reflexiones: Después de mi servicio</i>)</p> <p>4) Final Presentation on service-learning</p> <p>5) Signed Student Release Form (on Blackboard), Signed Memorandum of Understanding, service-learning schedules, and report after 7.5 hours of service</p>	<p>1) Vocabulary + Culture Charts (<i>Servir para aprender: Cuadros personales</i>)</p> <p>2) Self-reflection journal (<i>Diario: Experiencias de mi servicio</i>)—Consists of 2 areas: 1) 5 video or audio-recorded interviews with your interpretations and 2) 2 bilingual advertisements for your donation drive</p> <p>3) Reflections (<i>Reflexiones: Después de mi servicio</i>)</p> <p>4) Final Presentation that includes your 5 interviews with interpretations, and your advertisements</p>

Direct Service-Learning Program Advantages:

- 1) Opportunity to directly serve Spanish-speaking patients via active collaboration with hospital interpreters or medical students
- 2) Gain firsthand experiences in interpretation working and collaborating with peers, hospital staff, and patients
- 3) Build vocabulary and intercultural competency skills
- 4) Directly apply course content into practice in the community

Ronald McDonald Family Room at Cooper: Indirect Service-Learning Program Advantages:

- 1) Indirectly serve an agency's needs and help families of seriously ill young patients
- 2) Increase your vocabulary development via interview preparations, interpretations, and constructing bilingual advertisements

Students' comments

Students' comments in course evaluations have been the driving force to expand service-learning offerings and provide more experiential learning opportunities. Students have noted the following in course evaluations:

- "[This] was a worthwhile experience and the teacher really created a great course that stimulated learning and provided me with an invaluable experience. Would highly recommend to other students studying Spanish".
- "Dr. Poteau is an excellent teacher. She understands how to connect interpretation to real life situations and is always willing to help or answer questions."
- "This was a great class that really put you out into the field of interpretation, it made the course material more real and less theoretical",
- "Medical and courtroom interpretation and the importance of it" [sic].
- "This [service-learning] class is not only good for developing Spanish, but also for bettering yourself as a professional"
- "This course, taught by Dr. Poteau, offers you the opportunity to bring your Spanish skills into the community and give back. Dr. Poteau is a phenomenal professor [...] she genuinely cares for her students and desires to see them work hard and grow."

I also developed and administered anonymous online student surveys to gather quantitative and qualitative data on their service-learning experiences. Below are samples of students' comments from these surveys:

- "This experienced [sic] forced me out of my comfort zone and reminded me that there is so much more to life than the little bubble I live in."
- "I needed to be sensitive to others' cultures and needs in order to be effective."
- "It challenged me to work on my Spanish communication skills."
- "It help [sic] me to think more about life."
- "It helped me develop both [intercultural competency and critical thinking] skills more than the average class."
- "I learned so much about immigrant women and their experiences."
- "It was really cool interacting with the Latino community and witnessing firsthand the kind of struggles they experience in trying to communicate and be heard in en [sic] English speaking world."
- "I really enjoyed the connections I made and insights I received."
- "I was able to use skills from consecutive interpretation."
- "We taught them important information on personal banking and checks which we learned about in class."
- "I went to Cooper Rowan Clinic [...] as an interpreter there. I practiced my interpreting skills as well as gained cultural competency."

- “I learned the importance of understanding sociocultural norms and explaining them to the healthcare providers in order to give them more insight into their patients’ lives.”
- “Seeing needs and doing something to provide a solution!”

Scholarly work

In terms of scholarly achievements, I have published two scholarly works on examining and defining the role of intercultural competence development. My 2017 book publication (*Pedagogical innovations in foreign language learning via interlocutor familiarity*) outlines the pedagogical need to develop intercultural competence across disciplines and, specifically, in foreign language classrooms. During the Fall 2016 semester, my previously published article was selected for reprint and is one of only 20 articles chosen in a volume dedicated to improving teaching and learning across disciplines. This chapter examines the role of contextualization of grammatical structures and vocabulary concepts via intercultural competence pedagogical methods.

I also recently presented at the Tenth International Conference on Language Teacher Education (LTE), Language Teacher Education for a World on the Move: Meeting the Needs of Diverse Student Populations at the University of California, Los Angeles (UCLA). At this conference, I presented my research on the need to include intercultural competence development in LTE programs and reviewed methodologies on service-learning integration.

My forthcoming presentation (July 2017) will take place at the International Association of Applied Linguistics/Association Internationale de Linguistique Appliquée (AILA) World Congress in Rio de Janeiro, Brazil. Aligning with the conference theme (“Innovation and Epistemological Challenges in Applied Linguistics”), my individual paper presentation will examine the critical role of intercultural competence and learner attention in translation and interpretation with innovative experiential learning examples based on my intercultural competence pedagogies in undergraduate language courses.

As a final note, I have received letters from our community partners acknowledging their sincere gratitude and hopes to continue our collaborative work. During the Spring 2017 semester, the director of Literacy NJ presented my Department with a rare edition of Cervantes’ *Don Quijote* on my behalf and presented me with the *Certificate of Recognition* for my service-learning program development. My ultimate goal is to spread awareness on our campus to increase service-learning opportunities for our students across disciplines to transform their roles, innovate our pedagogical approaches, and improve human conditions across our community.