



EMORY
COLLEGE
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SCIENCES

Emory College
Language Center

presents

A Transformative Learning Approach:

Supporting Reflection across Collegiate Foreign Language Curricula

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Michael Sosulski

Provost and Professor of German
Wofford College

April 20, 2018

12:00 pm - 4:00 pm

Modern Languages Building

Room 201

RSVP for lunch to Sarah Shortt
at sshortt@emory.edu by April 13.

With the 'curricular turn' in FL higher education (i.e., 2007 MLA Report), the need to develop well-articulated models for language study that address the development of deep transcultural competence, alongside advanced literacy abilities, has become more pressing. Professors Crane and Sosulski will show how 'structured reflection' (a term originating in service learning and referring to a host of guided reflective practices) can be an effective tool for supporting intercultural learning across a curricular pathway, helping learners to decenter themselves from their existing assumptions and values as they try on, engage with, and respond to cultural perspectives that may be very different from their own. Drawing on students' written reflections across different collegiate foreign language curricula, this workshop will illustrate how structured reflection can provide space for foreign language learners to shift their initial frame(s) of reference and approach moments of real transformative learning (Mezirow et al., 2009).

This workshop provides language instructors who teach at all levels across undergraduate foreign language programs theoretical knowledge and concrete tools to conceptualize, develop, and stage meaningful reflective opportunities for their learners across a curriculum. Specifically, participants will: (1) develop familiarity with different discussion strategies and reflective prompts that can be used to elicit critical reflection from students at different curricular levels within a foreign language program; (2) learn how to evaluate and provide feedback on structured reflection (especially reflective writing); (3) begin to develop prompts for their own specific instructional context; and (4) consider how to stage structured reflection within a course, across a larger curricular pathway, and even across different language programs.

Please RSVP to Sarah Shortt at sshortt@emory.edu or (404) 727-8319
by April 13, 2018.