Self-Designed Experience Proposal

**Guidelines**

* **Timeline**: Submit proposals and revisions to the UHP database by the 5th of each month. Proposals should be submitted one month prior to the expected start date of the experience. International travel experiences require at least two months’ notice.
* **Format**: Maintain the proposal format (e.g. headers, layout). Do not delete boxes.
* **Submission process**: Access the UHP Database (<https://webapps.uc.edu/uchonorsstudent>). Create a new project in the “Self-Designed Experiences” tab and upload your proposal document as an attachment (Word documents only – no PDFs).

***Note regarding Financial Aid and Honors Grants****: All proposals with a grant request are reviewed in collaboration with the Office of Student Financial Aid. There is no guarantee of grant funding nor of a specific grant amount. Honors grant awards are typically 20% or less of the approved budget. The quality of your proposal can also impact a grant award. Honors grants are posted to students' accounts as scholarships and can affect an individual student’s financial aid. Some students may not be eligible to receive a grant due to their financial aid status. If awarded an honors grant, students acknowledge full awareness of possible financial aid implications.*

**Independent International Travel**

If you are proposing travel independent of UC faculty, staff or a UC student group, you must submit your self-designed proposal by the following deadlines:

* October 5 – winter break experiences
* January 5 – spring break experiences
* March 5 – May/June experiences
* April 5 – July/August experiences
* June 5 – fall experiences

All independent, international honors experiences require a completed Worldwide Honors Experience application through UC International. UC International will verify successful completion of the application before an experience can be approved. Additionally, the [Student Travel Policy](https://www.uc.edu/content/dam/uc/af/financialpolicies/Docs/Student%20Travel%20Policy.pdf) restricts UC-sponsored travel to countries under a [U.S. Department of State Travel Advisory](http://travel.state.gov/content/passports/english/alertswarnings.html). Those who wish to visit a country or area within a country with a **Level 3 or higher Travel Advisory Level** must seek an [exemption](https://www.uc.edu/campus-life/study-abroad/apply/restrictions.html) through UC International. Students traveling without a faculty or staff leader must individually request an exemption. ***We cannot allow you to count this travel as an honors experience nor can we give you a grant without an approved exemption.*** See more information on the UHP [international travel](https://www.uc.edu/campus-life/honors/students/experiences/international-travel.html) page.

**ACKNOWLEDGEMENT AND ASSUMPTION OF RISK**

*Assumption of Risks: The honors experience and related experiential learning as described below may contain certain inherent risks that cannot not be eliminated. Aware of the risks, dangers, and hazards known and unknown to me, I agree individually, and on behalf of my heirs, successors, assigns and personal representatives, to* ***ASSUME AND ACCEPT ALL THE RISKS, DANGERS, HAZARDS, AND RESPONSIBILITIES*** *resulting in or arising from my participation in the experience.*

*Your e-signature, which will be completed in the UHP database prior to proposal submission, confirms that you acknowledge that you have read the entire proposal, that you understand its terms, that you have had the time and opportunity to read and ask questions regarding the proposal, you are fully aware of possible financial aid and tuition implications, and that you have signed it knowingly and voluntarily.*

**Basic Information**

Full Name: Margaret Sprung

Title of Experience: Adopt-a-Class

Focus Area: Impact and Inclusion

Expected Start Date: November 15, 2022

Expected End Date: May 2023

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| **Personal Connection**  **Section must include:**   * Explanation of why this experience matters to you * Explanation of how this experience will help you progress toward becoming a [global citizen scholar](https://www.uc.edu/campus-life/honors/about.html)   *In high school, I participated in a similar experience with an elementary school in Chillicothe, Ohio. Every year, a group of students and I received “Letters to Santa” from the elementary students, and we would go shopping for each gift with our own money, as well as funds donated by other high school students/teachers. Once all gifts were purchased, we partnered with the Community Service Club at my high school to have a wrapping party to wrap each individual gift and address it to each child. My senior year, I had the privilege of being a part of the group who actually delivered the gifts to the elementary school and seeing the joy on the students’ faces was an incredible feeling. I want to serve as a role model for these students and give back to the Cincinnati community, just as I did in my experience with Chillicothe. I feel that I wouldn’t be where I am today without the encouragement I received from older students in middle and high school, and I want to provide that same encouragement to these AWL students and inspire them to reach for their goals. This experience will help me on my path to becoming a global citizen scholar because it will improve my leadership and interpersonal skills. Furthermore, I think it is important for a global citizen scholar to be selfless towards others and going out of my way to share my experience and knowledge with these students to guide them in reaching their goals seems like a selfless act.*  Advisor Revisions/Feedback |

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| **Abstract**  **Section must include:**   * Description of the experience and breakdown of how you will reach the 75+ hours requirement * Description of risks (if any) inherent in this experience and safety precautions you will take * Itinerary, including locations and dates, for any travel experience   *In partnering with Adopt-a-Class, UC sends a team of volunteers to the Academy of World Languages once per month to engage the students in fun and educational activities to open their eyes to the possibilities they can explore for their future careers. This year, the UHP team has adopted one of the second-grade classes, and we will be coming up with creative lesson plans that are fun for the kids, yet still teach them about age-appropriate topics.*  *The UHP Adopt-a-Class team meets at least once per month via Microsoft Teams for 1-2 hours to go over the lesson plan for the next meeting with the kids. We travel to the Academy of World Languages via school bus to hold these sessions once per month as well. We leave UC at 11:30am and get back around 1:30pm, with each session being a little over an hour. The spring dates have yet to be figured out, but we will be visiting the classroom on Thursday November 15 and Tuesday December 6 this semester. All of the lessons are planned by UHP students on the team, and the planning meetings are separate from our debriefs. Every session needs to have 3-4 activities planned in case one or two of them “flop” and only last 5-10 minutes, and each lesson will take 1-2 hours to plan. After planning, we will need to print out worksheets, gather materials (i.e. craft supplies, etc.), and most importantly, test out the lesson plan before we enter the classroom to ensure that it is age-appropriate and lasts how long we expect it to. In addition to the lesson plans and debrief meetings, I will be completing a course called Mastering Public Speaking through UC’s Ed2Go program. This will take about 18-20 hours, as it is a self-paced online course. 20 hours will come from the sessions at the Academy of World Languages and the debrief meetings. The additional time commitment from the online course brings the total to about 40 hours, and I figure I’ll spend at least 10 hours planning the individual lessons with other UHP students, totaling 50 hours.*  *What fascinates me about the Academy of World Languages is that every student is learning a second language from a young age. I loved my Spanish classes in middle and high school, but I always wondered why we didn’t start learning another language earlier. I feel that my passion for language learning also helped foster my love of engineering, hence my choice of mechanical engineering as a major. I would like to conduct outside research on the impact that learning a second language from a young age has on STEM education and a child’s development in general. While this research will definitely be useful in the crafting of lesson plans, it is also something that I’m genuinely interested in, and an honors experience is the perfect opportunity to investigate my curiosity in the topic. Reading academic journals and studies found online is one way I plan to conduct my research, but I would also like to get others’ opinions on the importance of learning a second language. I am still in contact with almost all of my former high school teachers, as well as my Spanish teachers from both middle and high school, and I think it would be quite interesting to conduct casual interviews with them throughout this experience to gain their insights.*  *There are minimal risks involved with this experience, as Adopt a Class has set strict rules and regulations pertaining to how volunteers should interact with the kids. Every member of the Adopt a Class team was informed of these rules during our first meeting, and the two most important ones are that volunteers should never be alone with a student and volunteers should never exchange contact info with any of the students. Otherwise, there are no risks in this experience, and I will of course follow the regulations set by Adopt a Class, so there should be no threats to the safety of any parties involved.*  Advisor Revisions/Feedback: |

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| **Experience Mentor:**  **Section must include:**   * Experience mentor name and contact information * Description of why mentor was selected * Specific plans to engage with mentor   *Note: Experience Mentor(s) should have knowledge/expertise in an area related to the experience and be able to help you craft your experience goals. Honors advisors, undergraduate students, and family members cannot be mentors.*  *For this experience, I have selected my mentor to be my former high school Spanish teacher, Amanda Miller (*[*amiller1@wscloud.org*](mailto:amiller1@wscloud.org)*). She was my Honors Spanish 3 teacher my sophomore year of high school and my AP Spanish teacher my senior year. Mrs. Miller encouraged me to continue to pursue learning Spanish throughout and after high school, to which I attribute the majority of my fluency. She has kids of her own who are around the second-grade age, and her lesson plans were always very creative and engaging, so I believe that she would be a good person to go to, should I need extra guidance in my planning. She would also be a great person with whom I could share my research, as she has plenty of background knowledge on the subject and our conversations would have the potential to spark new research questions/sub-topics that I hadn’t previously thought of. With regards to contacting her, I have both her email and phone number and I plan on updating her via either of these two methods as the experience progresses, as I feel that Adopt-a-Class is a unique opportunity and I want to share my involvement with others. I also want to visit my old teachers any time I return home to Columbus, as my sister is still a sophomore in high school, so I will talk to her then as well.*  Advisor Revisions/Feedback: |

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| **Goals Related to Focus Area:**  **Section must include four (4) goals:**   * Experience Goals: two (2) specific goals related to chosen focus area(s) outlining the intended results/outcomes/achievements * Personal Goals: two (2) specific goals related to chosen focus area(s) outlining how you hope to grow as a result of this experience * List the activities that will help you progress towards your goals and how each relates to your experience   *Note: These goals should adhere to the SMART format. Please check out this* [*SMART goal video overview*](https://www.youtube.com/watch?v=1-SvuFIQjK8&ab_channel=DecisionSkills) *on YouTube for more details.*  *Experience goals:*   1. *Learn how to create and implement fun and effective lesson plans to engage students of all different backgrounds and promote diversity.*   *This first goal can be achieved by researching age-appropriate activities for the second graders while also creating a balance between educational activities and activities that they would truly enjoy. Each month when we visit, I can ask the students what they would like to do in the future and take their opinions into account when crafting the next month’s lesson plan.*   1. *Improve my public speaking skills.*   *This second goal will be achieved by completing the Mastering Public Speaking course through UC’s Ed2Go program, as well as throughout the experience. The more time I spend in front of the class and interacting with the students, the more confidence I will gain in my ability to speak in front of others. This experience will also teach me how to think on my feet, as it can sometimes be unpredictable how a lesson will go over with the students.*  *Personal goals:*   1. *Become a better listener.*   *This first goal can be achieved by truly taking the time to interact one-on-one with each student and having casual conversations with them. By engaging the students and talking about topics that they like, I’ll be more invested in what they have to say because it’s more interesting to listen to some speak about something that excites them. Furthermore, remembering previous discussions we’ve had from session to session will also help make me a better listener.*   1. *Foster a relationship with students to the point where we feel comfortable around one another and sharing our thoughts/feelings on various topics.*   *This second goal goes hand-in-hand with my first personal goal. By interacting individually with the students, I’ll form unique bonds with them and serve as a trusted role model. By actively listening and asking questions about topics they’re interested in, as well as sharing some of my own interests, I can establish a level of trust with the students and help them feel more comfortable with me and one another.*    Advisor Revisions/Feedback: |

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| **Academic Resources Connected to the Goals**  **Section must include:**   * Two to three academic resources connected to your goals * Title and author of each resource * Description of how resources will help make progress toward the goals   *Note: Academic resources are professional/academic works that can be used to assist your understanding of the topic. Some examples are books, research journals, documentaries, or videos.*  *One of the academic resources I will use is a research journal written by Turgay Han entitled ‘Foreign Language Learning: Strategies in the Context of STEM Education’. This will be a part of my research, as it goes into more detail about the connection between learning a second language and STEM education, which I can easily connect back to the Academy of World Languages, as learning a foreign language is built into the curriculum, rather than an additional class.*  *(*[ERIC - EJ1084401 - Foreign Language Learning: Strategies in the Context of STEM Education (Estrategias de Aprendizaje de Lenguas Extranjeras en el Contexto de la Educación STEM), GIST Education and Learning Research Journal, 2015](https://eric.ed.gov/?id=EJ1084401))  *A second resource that I will use is this article written by Des Sinkevich called ‘Writing a Lesson Plan for Early Childhood Education’. This article will be greatly useful because it will walk me through the steps to craft a creative and effective lesson plan that is also interesting and engaging to the students for which it was written.*  *(*[How to Write an Early Childhood Education Lesson Plan | Penn Foster](https://www.pennfoster.edu/blog/2022/february/write-a-lesson-plan-for-early-childhood-education#:~:text=How%20to%20write%20a%20lesson%20plan%201%20Step,teacher.%20...%203%20Step%203%29%20Assess%20student%20understanding))  Advisor Revisions/Feedback: |

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| **On-going Reflection**  **Section must include:**   * Method for ongoing reflection * List 3-5 open-ended questions that you plan to ask yourself throughout your experience to gauge your growth, be aligned with your four goals, and demonstrate understanding of your selected focus area(s).   *Note: The on-going reflection should help you process the experience and progress toward the goals you have identified. Not every question will be applicable every time you reflect. Reflection questions can be related to specific goals; they do not need to be applicable to your entire experience. A variety of methods can be used for reflection. Some examples are videos, drawings, blogs, songs, and journals.*  *As a team, the UHP students will be meeting once per month to debrief and reflect on the last experience. During this time, my classmates and I will have the opportunity to ask each other’s opinions regarding the experience thus far, as well as discuss what is going well and what we can improve. For my personal reflections, I plan to keep an online journal in which I write about each session I have with the students at the Academy of World Languages. In each entry I will take note of some of the interactions I had with specific students so I can revisit it before our next session in order to remember exactly what we talked about and come up with more relevant conversation topics.*  *Questions I plan to ask myself:*   1. *How engaged have students seemed with the lessons I’ve planned/given so far?* 2. *How have I been able to get to know these students and serve as an active role model for them?* 3. *Have I been tending to gravitate towards the same students each session or do I float around between multiple tables?* 4. *What seems to be the students’ favorite activities and how can I implement more of them into future lessons? (i.e. worksheets, coloring, games, conversations, etc.)*   Advisor Revisions/Feedback: |

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| **Sharing Your Learning**  **Section must include:**   * At least one method to actively share what you learned focused on growth connected to focus area(s) * A specific audience and why the audience was selected   *Note: While social media can be an effective platform for sharing, only posting on your learning portfolio or social media account(s) does not reach a targeted audience.*  *In addition to posting on my learning portfolio, I plan to make a video detailing my experience and what I learned through my time with Adopt-a-Class. This video will be available on my learning portfolio for anyone to watch. However, my specific audience will be current UC students and faculty who have an interest in getting involved with Adopt-a-Class, as sharing my experience will hopefully give them an insight into what the program is about. I will also promote Adopt-a-Class among my friends/peers and encourage them to get involved, as it can me a truly eye-opening experience for many people.*  Advisor Revisions/Feedback: |

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| **Budget (if applicable)**  **Section must include:**   * Itemized budget of expenditures with sources to justify estimates (review information on [Honors Grants](https://www.uc.edu/campus-life/honors/students/grants.html))   *Note: The UHP no longer provides honors grants for unpaid research or internships. You can still complete these as honors experiences, but cannot receive a grant.*  *N/A*  *(Our Adopt-a-Class team leader, Neil Choudhury, informed us that all materials needed for our lesson plans would be provided/paid for by UHP.)*  Advisor Revisions/Feedback: |