#IDSP15, a 1 unit equivalent (15 hours) open and directed study framework, is a pilot initiative designed to maximize the potential for personal intercultural competency (ICC) development through peer-interaction and self-reflection for MIIS students involved in immersive learning experiences affiliated with their academic program. The collaborative learning series will integrate inductive research, data collection, and experiential reflection methods with hands-on training in digital storytelling and multimedia creation to enable participants to reflect upon, express, and share critical insights and lessons gained as a result of engagement in immersive learning activities and programs; e.g. January-term programs, IPSS, DPMI Plus, IBP, Translation/Interpretation and Language Teaching Practica, FMScouts, and others.

#IDSP15 Program Sequence Overview

- **Fall 2014 (Sept-Oct)** Info & Recruiting: #IDSP15 seeks 3-5 digital storytelling fellows for pilot cohort
- **Fall 2014 (Nov-Dec)** (2 - 4 hours) Two Pre-Departure Training sessions introducing: 1) principles of inductive research and reflection protocols; 2) web and digital tools for data collection (images, audio, video)
- **Spring 2015 (Jan)** #IDSP15 Fellows engaged in immersive programs
- **Spring 2015 (Feb-Apr)** Dates TBD (12 - 15 hours) #IDSP15 Fellows engaged in Face-to-face and online learning sessions with #IDSP15 faculty and DLC mentors

**PRE-DEPARTURE: INFORMATION & TRAINING SESSIONS FALL 2014**

This orientation to inductive research, data collection, and experiential and reflective learning will provide students with the training needed to observe, document and reflect upon content for their digital story in a responsible and culturally sensitive manner. It may include activities such as:

- Discuss linguistic, cultural, and professional experiences and ideas for research (based on faculty advice or previous-student testimonials)
- Overview of principles of intercultural communication & competency as a lens for documenting experience
- Training on inductive research methodologies (thoughtful collection and processing of data, audience design)
- Introduction to best practices for systematic self-reflection (e.g., mirror, microscope, binoculars) Reference: [http://cce.wsu.edu/about/reflection/](http://cce.wsu.edu/about/reflection/)
- Introductory training on digital media capture tools and techniques (photo, audio)
DURING JANUARY-TERM PROGRAM: DATA COLLECTION / REFLECTION

In order to allow participating students to focus on required academic deliverables of their immersive learning program, we propose the following experiential data collection components:

1. Documenting daily and weekly reflections, either in the morning or the evening, with a focus on experiences from previous day. To promote synthesis, participating students encouraged to record or compose a weekly summation reflection at the end of each week of their program. These two levels of documentation will assist with the planning and focus of their digital story when the spring digital storytelling course begins.
2. Capturing digital photographs, ambient audio and interviews of materials, people, and experiences relevant to emerging research foci

#IDSP15 participants will not be discouraged from capturing video content; however, the final #IDSP15 product will be a synthesis of text, still photographs, and audio in order to reduce technical barriers for participation, maximize post-program reflection, and establish a consistent toolkit for story creation.

POST-JANUARY TERM PROGRAM: DIRECTED STUDY LEARNING FRAMEWORK

In the spring term, #IDSP15 participants will commit to engaging in a 1-credit equivalent directed study series of learning sessions sponsored by ICC faculty and Digital Learning Commons staff that will:

1. Review research and reflection methods, digital storytelling and narrative journalism techniques
2. Integrate guided reflection protocols (mirror, microscope, binoculars) to guide composition
3. Compose, storyboard, share and peer review drafts for audio recording resulting in a 5-minute, professional quality, digital story about their experience via the “SoundSlides” program
4. Create ICC-inspired and immersive learning stories that can be viewed by future students, as well as contribute media to an archive of immersive learning experiences.
5. Discuss connections between the immersive learning experience and professional/career preparation

Participating students will meet regularly (every 2-3 weeks) with workshop instructor(s) to compose experiential reflections, organize the material captured during their travels, and to develop a high quality digital story. This will create several benefits:

1. Provide participants with a way to express what they personally gained from the program
2. Share stories and research suggestions for students who travel on same program in future years
3. Build a database of photos and videos that Communications / Advancement / Recruiting / etc. can draw upon for future MIIS publications or promotions.

#IDSP15 CONTACTS

Netta Avineri, PhD
Visiting Professor, TESOL/TFL
Chair, Intercultural Competence Committee
E-mail navineri@miis.edu

Bob Cole
Director, Digital Learning Commons
E-mail bcole@miis.edu