



UNIVERSITY OF GEORGIA

Student Affairs

Sample Student Affairs Experiential Learning Intake Form (Leadership Category)
Contact Erin Ciarimboli (ebciar@uga.edu) with any questions.

Name of Program/Experience

World Leaders

Indicate your departmental affiliation with UGA Student Affairs.

International Student Life

Program/Experience Manager

Hairy Dawg

Program/Experience Manager Email

hairy.dawg@uga.edu

Program/Experience Website

https://isl.uga.edu/content_page/world-leader-content-page

When does the program/experience occur? (e.g., Fall and Spring Semesters, Spring Break, January-December)

January - April (bi-weekly) and August (one week intensive)

Is program/experience participation limited to a certain number of students?

Yes

Minimum number of students: 30 Maximum number of students: 40

Is this program/experience limited to certain category/ies of students (e.g., from specific majors, specific class years)?

No

What is the approximate total time commitment for students involved in the activity? *Note: Most Experiential Learning activities require engagement equivalent to a one-credit hour course, or approximately 45 hours, though exceptions can be made for intensive activities.*

Approximately 75 hours

Please describe the various components of this time commitment (e.g., 8 hours of pre-event training; hour-long, bi-weekly meetings).

- 28 hours of training (1.5 hour long trainings bi-weekly through the spring semester)
- 47 hours of program implementation/execution (during week of orientation)

Provide a 2-3 sentence description of the program/experience.

World Leaders assist the Department of International Student Life in the implementation of International Student Orientation. The WLs lead groups of incoming international students through orientation sessions and lead small-group sessions through the week-long program.

What are the learning outcomes or goals for students participating in the program/experience?

- (1) Articulate the needs of an incoming international student and the resources available for their success.
- (2) Demonstrate the ability to work in both a large group and small group setting towards a common goal.
- (3) Establish meaningful relationships that extend beyond the orientation program.
- (4) Develop advocacy and problem solving skills to assist an underrepresented group of students adjust to a new environment.

Do you currently assess the program/experience for participant learning or feedback?

Yes

Describe the current assessment process for the program/experience. (e.g., timing of assessments, types of tools or questionnaires, opportunities for student reflection and feedback)

We conduct post-training and post-program online assessments.

Mentorship: Who mentors or supervises participants? How is feedback shared with students (e.g., group meetings, one-on-one meetings, etc.)? How often is this feedback shared? How is the student involved in the feedback process?

ISL staff collectively conducts training during the spring semester. During the 2-day summer training (before the orientation program) the ISL staff, along with interns, oversee and implement the training modules. During the program, ISL staff work closely with the World Leaders to provide them guidance, suggestions, and feedback related to their sessions and performance. Feedback is shared consistently through the entire process and at the end of each day through reflection/debrief meetings as a group.

Challenge:

How are students challenged to push their boundaries or develop new skills by participating in this program/experience? Are students interacting with individuals outside the usual classroom or student work environment? How are they learning new skills that are translatable to real world situations?

Throughout the spring semester training, students are brought through a series of developmental sessions that discuss challenging topics ranging from identity and cultural awareness. Students are also challenged to reach out to campus resources, conduct in-person interviews, and then present to the WL group about their resource and why it connects to the international student experience.

Ownership: How do students work independently, or alternatively, understand their individual contribution to the whole? Do students create a project or outcome as a result of participation? How do students develop ownership of their role or position?

Students will be assigned various small projects through spring training such as readings outside of our meetings. They also will be responsible (in smaller groups) to reach out to campus resources, conduct a fact-finding interview, and then report back to the larger group about their resource. This presentation is then adapted into resources used during the orientation program by all WLs. During the 2-day intensive training in the summer, WLs develop their presentations for "squad time" (smaller breakout sessions with international students). WLs then practice their presentations and receive feedback from ISL staff before presentations are implemented.

Self or Social Awareness: How is reflection incorporated into the program/experience? Do students keep a blog or journal or perhaps engage in group reflection? Is there a project or presentation created over the course of the experience?

Throughout the training and program implementation, WLs are given time to reflect individually and as a group. Especially when we finish covering a developmental topic such as identity or cultural awareness, the ISL staff creates space for intentional reflection via 1-minute papers, group debriefs, and pair-and-share activities.