

## Independent Study Project ISPR-3000 (4 Credits)

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

### Chile: Cultural Identity, Social Justice, and Community Development

#### Course Description

The Independent Study Project (ISP) is designed to provide students the opportunity to study in greater depth an aspect of particular academic interest relating to the program themes: culture, development and social justice. Students are required to indicate their proposed area of study as part of the admissions process. In most cases, the topic is then revised once in Chile, or a new topic emerges from the lectures, discussions, and field trips of the thematic seminar. With the assistance of the academic director, a project advisor appropriate to the topic is selected. Advisors are usually host country professors or experienced field professionals. In conducting their projects, students directly utilize the concepts and skills of field-based learning discussed in the Research Methods and Ethics seminar, language capabilities developed through formal instruction and informal practice, knowledge gained in the thematic seminar, and contacts made in the homestay or larger community setting. In the process, students hone their skills in dealing with, and learning from, the unexpected, while accomplishing a major academic project in a challenging new environment.

#### Course Objectives

- To select, design, and implement an individual project that investigates a dimension of culture, development or social justice in the Chilean context
- To learn and effectively utilize field study methodology and report format
- To develop self-confidence and an understanding of field-based education

#### Learning Outcomes

Upon completion of the *Independent Study Project* course consisting of 185 hours, students will be able to:

- Country-specific knowledge about the topic chosen for ISP investigation, including how the phenomenon unfolds and expresses itself in the Chilean context, how Chilean and/or Aymará and Mapuche people, professionals and officials respond to this reality and about the challenges and opportunities presented;

- Greater understanding of the complexities of conducting research in a cross-cultural context and the importance of using academic rigor, critical thinking, creativity, ethical considerations and reciprocity in future research endeavors;
- Greater awareness of how small scale field study projects can be an excellent instrument for increasing understanding of a culture, promoting and developing critical thinking and analytical skills, and sharing acquired information with others.

### **Instructional Methods**

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

### **Assignments and Evaluation**

#### Assignment Descriptions and Grading Criteria

In conjunction with the ISP advisor, the academic director evaluates student performance on the ISP. Assessment of the written work and oral presentation is based on the formulation of the research question, accuracy of the information conveyed, the breadth and appropriateness of sources, the depth of analysis and insight, the level of cultural sensitivity displayed, and the quality of expression. Special emphasis will be placed on the student's ability to integrate primary and secondary sources and to present the findings in a clear, organized, and well-synthesized format, with attention to the ethical context of field study. Students will be evaluated on their ability to:

- Work independently and respectfully within Chile and in cooperation with institutions and advisors;
- Develop a logical and coherent framework for the study project and clearly justify how the chosen topic lies within the scope of the program and region;
- Critically discuss and evaluate available and relevant theories, papers, and published materials on the proposed project;
- Clearly present the main objectives of the project, further developing them when needed;

- Present and justify a reasonable methodological framework to achieve the proposed objectives;
- Critically describe the data collected, analysis performed, and results;
- Present and discuss problems, findings, and conclusions based on the methods used, data and information collected, and/or analysis performed;
- Be able to present all steps of the project clearly and coherently in a written and oral format for an independent audience.

### 1) Independent Study Project (ISP) (70%)

Students will spend a minimum of 185 hours on the ISP. This includes time spent reading, developing contacts, collecting data (by interviewing, taking field observations), writing, meeting with the academic director and advisor. The final product is a typed and bound 20 – 25-page paper, 1.5 spaced, 12-pt Arial font. A highlight of the assignment is a 20-minute presentation to fellow students, program staff, and other invited guests. Alternative forms of Independent Study Projects are a possibility students may explore in consultation with the academic director.

Assessment of the ISP is done on the basis of SIT's assessment rubric for the Independent Study Project with the grading evaluation and criteria listed below.

Evaluation criteria for ISPs include:

Title/Acknowledgements/Abstract

- The title is succinct, interesting, and engaging, and it clearly explains the project
- The acknowledgments are complete and professionally written
- The abstract clearly summarizes the project

Research Question/Objectives/Justification

- The study/research question is relevant, thought-provoking, and original
- The project aims to contribute information on a topic relevant to local community and/or other researchers
- The objectives of the study are clearly presented and appropriate
- The justification of the project is clear and contextualized

Context and Literature Review

- The content is relevant. Important themes and background information is provided
- The paper includes appropriate, high-quality relevant background sources, including several from peer-reviewed journals

Methods

- The explanation of methodology is clear and accurate and supporting materials are included
- Implementation of methods through the research process is thoughtful and handed with care
- The methods are appropriate

## Ethics

- Human subject policies and ethical research guidelines are adhered to and thoroughly discussed
- Appropriate consideration is given to informed consent, anonymity, and confidentiality of research participants, in keeping with human subjects protocols and the SARB-approved ISP proposal
- The ISP is responsive to host community needs, as applicable

## Presentation of results/findings

- The findings are complete and are logically and convincingly presented
- The prose discussion of findings is clear, succinct, and logical
- Tables, graphs, photos, and direct quotes are relevant and support the argument

## Depth of analysis/Conclusions

- Important implications raised by the findings are included
- The argument is well-structured and different sources of information are well-integrated
- Patterns in the findings (or lack of a pattern) are identified and discussed
- The author gives logical explanations of what findings mean
- The author clearly and specifically related his/her findings to the study/research question and to previous research in the field

## Technical aspects/Effort

- The paper is organized into major sections and/or follows the guidelines in accordance with the orientation of the program
- Table of contents, in-text citations, and reference list or bibliography are done correctly and completely
- There are no mistakes in writing, grammar, spelling, and punctuation

## 2) Oral Presentation (30%)

Assessment of the ISP Oral Presentation is done on the basis of SIT's assessment rubric for the Independent Study Project Presentation with the grading evaluation and criteria listed above.

Evaluation criteria for the Oral Presentation include:

- Organization of presentation, with a view to holding audience interest
- Use of appropriate examples and personal experiences
- Clear explanation of ISP strategy and implementation

## Assessment

ISP – 70%

ISP Oral Presentation – 30%

## Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program

excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

### Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Be sure to manage your Independent Study Project time well so that you meet all deadlines. Please remember that late ISPs will not be accepted unless there is a very serious and substantiated medical or emergency reason and prior approval is granted by the Academic Director. Late ISPs without prior approval will be graded down 5 points per day late. Excuses about formatting problems or printing problems will be not accepted as a reason for not submitting your work on time. It is an integral part of the ISP that you should leave yourself sufficient time to write, edit and print your ISP, so please do allow yourself some contingency time in the case of problems. If you do experience a technical emergency, do not hesitate to call so that we can help find a quick and appropriate solution to your problems.

### Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

### **Program Expectations**

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.

- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

### **SIT Policies and Resources**

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

### **Course Requirements**

For study abroad students, an important part of the cross-cultural learning process is the Independent Study Project (ISP). The ISP offers students the opportunity to undertake a specific and individualized independent field study. The ISP provides access to material and human resources in Chile and facilitates greater understanding through further immersion into the host culture. The ISP topic is the fulcrum for this process. Orientation, language training,

the homestay, the academic seminars and excursions and the community organization work experience provide the information sources and additional skills and training for the study. During the direction and monitoring of the students during the ISP phase methods of learning as well as progress towards the finished project is reviewed. The final paper, in turn, provides the material evidence of capability in handling of methodology and in synthesizing experiences in the host culture.

### **Project Requirements**

- A minimum of 185 hours of fieldwork and preparation work toward the completion of the ISP;
- Demonstration of the implementation of field study techniques learned in the RME
- Adherence to SIT Study Abroad Policy on Ethics and the SIT Human Subjects Review process;
- Use, above all, of *primary sources* of information as opposed to restricting research to just library or web-based resources;
- At the minimum, one initial meeting with the supervising AD to discuss the student's ISP proposal, followed by twice a week check-ins during the research period;
- Weekly meetings with ISP advisor during the month-long ISP period;
- Submission of two progress reports/drafts to AD for review (dates included below);
- A well-documented, well-written, in-depth paper or material project presenting field study findings and conclusions;
- A well-prepared 20-minute oral presentation on the ISP to the Chile Culture, Development and Social Justice group at the final evaluation;
- Distribution of paper or material project to interested individuals and agencies;
- Success in meeting the established ISP deadline;
- Demonstration of increased depth of understanding, analytical clarity and cross-cultural sensitivity.

### **Student Research**

The Independent Study Project is a product of field work and as such students have an obligation to assess both the positive and negative consequences of their field study. Ethical field work, as stipulated in the SIT Statement of Ethics, results in products that are shared with local and academic communities; therefore copies of ISPs are returned to the sponsoring institutions and the host communities, at the discretion of the institution(s) and/or community involved. World Learning/SIT Study Abroad may archive, copy, or convert the ISP for non-commercial use, for preservation purposes, and to ensure future accessibility. World Learning/SIT Study Abroad may archive ISPs in the permanent collection at the SIT Study Abroad local country program office and/or at any World Learning office. World Learning/SIT Study Abroad has a non-exclusive, perpetual right to store and make available, including electronic online open access, to the ISP. Students retain all ownership rights of the ISP product and retain the right to use all, or part, of my project in future works. Please refer to the Student Handbook or the Access, Use, and Publication of ISP form.

If the research has been funded by a U.S. government agency, or if the student plans to take this research back to the home school or community for further dissemination, then the student may be required to follow standards from their home institutions in addition to the SIT Study

Abroad Review Board (SARB) and those of the Office for Human Research Protections, with which SIT is registered. For applications that require a full review, the academic director will forward any questions or concerns that cannot be resolved at the program level (through the SIT Study Abroad Review Board) to SIT's Institutional Review Board.

## **ISP To Do List**

### **1. Decide on a topic**

This stage can often be difficult in narrowing down topics of interest. This is where the student asks: "What do I want to study? What do I want to explore and learn from the ISP? Where do I want to spend my ISP month? Is there a topic I have always been interested in and want to learn more about?" Think about the ISP as an opportunity for self-fulfillment and both a personal and academic growth, or as a steppingstone for further research or studies in a particular area.

Project should be based on field study and designed to take advantage of the unique human and material resources available in Chile. To help determine the appropriateness of your preliminary proposal, you should ask yourself the following questions:

1. Could this project be done in the U.S. (If so, inappropriate topic)
2. Does this project require extensive library research? (If so, inappropriate topic)
3. Can I reasonably expect to complete this project in the actual ISP period (actual study period = 1 month) given the limitations of time, transportation, linguistic problems, access to resources and costs? (If not inappropriate topic)
4. Will this project involve me in extensive contact with Chileans/Mapuche/Aymará and their cultures? (If so, possibly an appropriate topic)
5. Could this project yield an interesting, specific insight into some aspect of Chilean culture as well as new learning skills? (If so possibly an appropriate topic)

The student must be able to define a distinct and feasible project. By the time the final ISP proposal is submitted, students will be required to clearly state their overall research project in one short paragraph.

### **2. Define your research questions and research methods (draft research proposals)**

In the process of submitting draft proposal and through regular consultations with the Academic staff of the program, students will have to clearly define their ISP topic and research questions. Focusing their interest on a clear and precise question will enable students to begin their ISP period with necessary clarity and focus and will help them complete the task successfully within a given period of time.

### **3. Complete a final research proposal**

The final ISP research Proposal should provide a clear description of the topic, research question(s) and methodology and annotated bibliography. The proposal will help anticipate what the student is going to do during the research period and potential challenges that may arise. The proposal should also help students to clearly define the focus of the research at hand so that students end with a project that can be accomplished within the given period of time.



#### **4. Contact an ISP advisor – share your ISP research proposal**

In order to complete the project, each student is matched with an advisor. The AD will match students with appropriate advisors who can best support chosen topics and research question.

The following aspects are taken into consideration when choosing ISP advisor for each student:

- The advisor should be a person with an expertise in the field of interest, who is able to work with a student to create, plan and successfully complete their ISP, and subsequently evaluate it. The person should have an academic degree (MA or PhD) in relevant field, and should be able to give necessary guidance and support.
- Once students start their ISP, they are required to meet with ISP advisor at least three times, in order to define, discuss, and evaluate their progress, i.e., by discussing and defining parameters of the research, determining research methodology, suggesting sources and contacts, assisting in organization of collected information, and reviewing the student's final submission.
- It is **STUDENT'S** responsibility to initiate contact with ISP advisor and to make (and keep) appointments with them. It is student's responsibility to form respectful relationship and communication with their ISP advisor.
- A failure on the part of the student to regularly communicate and meet with the ISP advisor three times – as required – will be reflected in the final ISP grade.
- ISPs that are not supported by the assistance of ISP advisor will not be accepted.

#### **5. Complete, sign and hand in SIT forms: site approval form, ethical guidelines, and SIT Study Abroad Review Board (SARB)**

In addition to completing their ISP Research Proposal, students are also required to submit a Site Approval form that clearly states their whereabouts on each and every day of the ISP; the AD and program staff must be able to reach the students during the ISP period in case of any emergency (global or local). Ethical guidelines include completion of both reading/agreeing to adhere to our written ethical policy, but also successful completion of our SIT Study Abroad Review Board (SARB) process. This will be discussed in detail in RME classes. Please note that until items 4 and 5 above (ISP Proposal, Site Approval, and Ethical Guidelines Forms) are satisfactorily completed, students will not be allowed to embark on their ISP. Funds for ISP accommodation and food will not be released to a student until all pre-ISP requirements are successfully met.

#### **6. Arrange accommodation for the period of your ISP (4 weeks)**

It is STUDENT'S responsibility to arrange accommodation for four weeks of the ISP period (week 11-14 of the semester). The Program Assistant will be available to assist with and advise students in this process. Depending on the choice of the ISP location, students may be able to reside with a homestay family or find an alternative accommodation approved by the Academic Director in accordance with SIT guidelines of safety and security.

### **Human Subjects Review**

All ISP proposals must reflect a thoughtful and culturally appropriate consideration of the effects of the student's inquiry on the participants in the project. To that end, you are required to submit an "Application for Review of Research with Human Subjects," which includes questions about any potential harm that might come from your study; appendices include interview and survey protocols. If the Academic Director believes that you have not sufficiently addressed the concerns of this policy, he/she may ask you to revise your proposal. Standards for this review are developed in country and reflect local academic practice.

If a student's research has been funded by a US government agency or if she/he plans to take this research back to his/her home school or community for further dissemination, then the student must follow more stringent standards, i.e., not only those of the host community, but also those of the Office for Human Resource Protections, with which SIT is registered. Any questions or concerns are forwarded to SIT's Institutional Review Board for review.

## **ISP Written Format—Organization and Presentation**

### **I. Title page**

Title (the title should be short and yet aim at indicating the content of the report as accurately as possible - you will be graded on this). The title of your final paper which you hand in needs to have a "stand alone" part of no more than 50 characters including spaces and punctuation which adequately explains your study. Your SIT transcript will reflect this title, so you want it to make sense.

The title page must include:

- your title
- your name
- the program for which the paper is submitted
- the semester and year
- the project advisor's name and affiliation (make it clear that s/he is the advisor and not the author and ensure that this information is correct)
- your Academic Director

### **II. Table of Contents**

Your table of contents should contain heading of chapters or sections into which your ISP is divided, and the main headings and subdivisions in each section, noting all page numbers. *The table of contents falls into technical aspects that are also subject to evaluation.*

### **III. Abstract**

Write the abstract in English. It is typically 2-3 paragraphs but no more than one page. This is a self-contained and self-explanatory summary of the whole paper including the research question, background, methodology, results, and any conclusions and/or recommendations reached. It is designed to allow a potential reader to decide if there is anything of interest to them in the paper.

### **IV. Table of Contents**

## **V. Acknowledgements**

Acknowledge everyone, including organizations, who have helped you with your project, give their affiliations and, most importantly, the nature of their assistance). *Give credit where credit is due!*

## **VI. Lists of Figures and Tables**

Provide a list of figures and tables with pages numbers and abbreviations if you are using a lot of acronyms.

## **VII. Introduction**

Length can vary considerably depending on the topic and your style of writing. Aspects of your ISP that might be covered should include:

- A. Objectives of the study: discuss your motivation and academic interest in chosen topic, and in your research question (RQ), articulate the relevance of your chosen topic. This should come first – make sure your reader gets to know your RQ in very early stages of your paper.
- B. Clarification of research question(s) and topic of study.
- C. Your review of previous research should evaluate any differences in the findings of previous studies and how they might relate to your study
- D. Definition of major terms (if necessary). If you use a large number of non-English terms, include them in a Glossary or Appendix ONLY at the END of the ISP.

Please note: In the evaluation rubric, Introduction falls into the category of Context (i.e. background information) and Literature Review.

## **VIII. Literature Review**

A brief overview of existing literature and work available on your topic of inquiry forming a background and entry discussion prior to your analysis. The literature review is extremely important as it reveals the extent of your overall research and reflects your ability to identify theoretical underpinning fitting a given contextual background, necessary to inform yourself sufficiently and develop greater understanding of the topic of your research.

## **IX. Methods & Ethics**

- A. Field study methods employed
  - i. When conducting semi-structured interviews, you are expected to complete minimum 4 interviews. When discussing your methods, you should specify the following:
    - a. Explain the choice of selected participants in your study
    - b. Specify the number of interviews you conducted (include a chart in Appendix)
- B. To protect the identity of your interviewees, you should refer to them as Interviewee or Participant, and when designating more of them, use either numbers (Interviewee/Participant 1, etc.), or letters (Interviewee/Participant A, etc.).
- C. Discussion of your positionality and how it may affect the ethics of your paper.

D. Reflect on broader ethical dimension of the research and of the entire project.

## **X. Findings**

You will want to use section headings, and most likely, sub-headings, to maintain a strong sense of organization of your paper. This section will form the bulk of your ISP, and must specifically include sections containing findings, your own reflection, discussion, and analysis. Quotations and references to other works should be accurately cited. Any diagrams, figures or tables should be labeled properly.

## **XI. Conclusions**

Your conclusions should demonstrate how your ISP fulfilled the objectives outlined in your introduction and summarize the main outcomes of your study. This section is not always given the attention it deserves – it is common to find only a half-page of discussion of conclusions – as if the writer has run out of petrol! This section should bring out the best in you as a researcher. You need to make powerful arguments at this point, relate your findings to larger public issues, and derive implications. Please, also include Recommendations for further study in this section: this should consist of a short list of recommendations on how your study might be expanded upon or be used as the basis for future ISPs & Limitations of the study: though optional, this section is highly recommended. Legitimize your study by pro-actively pointing out its shortcomings and biases (all studies have them, of course).

## **XII. Bibliography**

This should include all literature and documents used and cited from using APA style (follow research methods in-class instructions).

## **XIII. Appendix**

- A. Interview Questions
- B. A chart of the interviews conducted
- C. Relevant (and cited) statistical information, charts, maps, photographs, or any additional relevant material.

## **Technical Aspects**

### Submission Format

You must produce at least 3 copies of your ISP as follows:

- One spiral bound copy for your supervising Academic Director
- One spiral bound copy to be retained for the SIT-Chile library (for future reference use)
- One for your ISP advisor (this can be either spiral bound copy or an electronic copy).  
Please include a thank you note to your advisor with their copy.

### Quotations & Paraphrasing

Every use of quotes, reference and bibliography should follow the format discussed in class. You will never quote an entire interview in the paper, nor should you copy and paste entire interviews. Should you use a quote that is *more than 3 lines long*, indent and single space it.

### In-text citations and Bibliography

Whether you provide a direct quotation, or merely express another's idea in your own words, you should (by both academic and personal ethical standards) give the individual credit for that idea. You should do this by including in-text citation that, in conjunction with Bibliography list, provides proper information about your sources. Many of your citations will come from interviews conducted. All interviews should be cited respecting the anonymity of interviewees' identities and their names. You also need to cite all information taken from secondary sources.

You should follow the standard APA style. *Please note, when quoting from any text, page numbers are required in your in-text citation!*

### Page Limit

The final paper is a 20 – 25-page paper (not including Bibliography and Appendix), 1.5 spaced, 12-pt Arial font in Spanish (except for the abstract in English), double-sided printed.

### Page Layout

- The body of the text should be in font size 12
- The footnotes should be in font size 10
- All text should be in the same font you choose to use
- Your text alignment needs to be justified

### Spelling, Punctuation, and Grammar

Use a spell checker on your computer; there is no excuse for spelling mistakes. But realize that you can't rely on a spell checker alone. Edit the paper for spelling and use a Spanish dictionary if you are not sure. Edit your paper before making a final copy. Leave yourself adequate time to do this. Get a friend to read your paper.

## **ISP Oral Presentation Format**

### **I. Duration**

You have only 15 minutes to present. This means you have to be well organized; you need to decide what the important points are that you need to get across and the evidence you need to show to support them. Don't forget to explicitly state your research question and conclusions. There will be 5 minutes for questions following your presentations. You will be graded on how you respond to questions and also on the quality of questions you put to other students following their presentations. Questions allow you to expand on your presentation and clarify points. It is a chance to improve your grade, so don't be defensive when answering questions.

### **II. Grading**

Remember this presentation is worth 30% of your ISP grade, so make sure you devote an appropriate amount of time to preparing for it and rehearse your talk at least once to ensure you have your timing right. The most common problem with presentations is that students spend too much time on the introduction (under no circumstances should this take any longer than 5-7 minutes and ideally should be shorter than this).

- a. You should use visual aids e.g. power point presentations, slides, samples. These should be clear and uncluttered. If using figures from your written report make sure they are big enough to be read from the back of the room.

- b. You should not read from a prepared text, but a presentation outline is fine.
- c. Never pass items around the audience while making your presentation.
- d. Be creative and have fun!

## **Criteria for Non-Traditional ISP**

### **Introduction**

For certain ISPs, the primary outcome may not be an extended narrative or monograph. Projects that are in creative arts, photography, theater and dance, field-based language learning, cooking/cuisine, textiles/fashion and musical performance all fall into this category.

Regardless of the category, in addition to the ISP creative “activity” or “product” the following criteria and conditions apply to all:

### **A written paper (in Spanish) that includes the following:**

- Contextual issues (historical, social, cultural, political, economic, etc.) that are related to the project or within which the project was created.
- Specific project learning goals including the project’s social relevance
- Description of methods and resources used and documentation of activities;
- Description of project’s results/”products”;
- Critical analysis/reflection of project experience including difficulties encountered and recommendations for future study.
- Guidance, direction, and evaluation of an in-country advisor.
- If the student is participating in an activity as part of the ISP, this participation should be narrowly focused to the topic, e.g. set-design, acting, director, for a theater project.
- A bibliography and/or resource list.
- Some projects in this category may require the prior approval of the students’ home university if the student expects to get credit.
- Consideration should be given to special materials, expenses and travel which such project often necessitate.
- The length of the written paper will be negotiated with the Academic Director prior to the beginning of the ISP period.

The following suggests procedures to define and set criteria for ISPs in these categories:

### **Short stories poetry or other literary narrative**

The final project should be a broad sampling of writings, which reflect the values particular cultural behavior, topography, and “local color” of the host country based on the students’ observations and experience in that culture. A part or all of the paper might be written in the host language.

### **Photography**

As a monograph ISP, a preliminary outline of the study should be submitted to the Academic Directors. Again, there should be a broad sampling of photos. Other criteria should include:

- Clear labeling of photos.
- The photos should have a thematic presentation; a “photo-essay”

- The photos should reflect a depth of engagement and experience in the host culture.
- A written explanation should accompany the photos as a summary.

### **Music**

Musical compositions should again be peculiar to the styles of the host culture. There should be an ample sampling not just a single song. Songs could be written in the host language. The student should arrange for the music to be performed and recorded for final presentation and as an archive (see Dance and Theater above).

### **Film**

The film should be focused on a single topic in the host culture, e.g. village festivals. It should be accompanied by a script. A series of touristy moving photos do not constitute a film. Is there ample time in ISP period for student to make an adequate short film? Can the student sustain the expense of making a film? Is there adequate equipment available? Will the process of filming offend cultural norms in the host culture?

<b>RUBRIC: Independent Study Project Paper</b>	
<b>Category</b>	<b>Possible Considerations</b>
<b>Title / Acknowledgements / Abstract</b>	<ul style="list-style-type: none"> <li>-The title is succinct, interesting, and engaging; and it clearly explains the project</li> <li>-The acknowledgements are complete and professionally written</li> <li>-The abstract clearly summarizes the project</li> </ul>
<b>Research Question / Objectives / Justification</b>	<ul style="list-style-type: none"> <li>-The study/research question is relevant, thought-provoking, and original</li> <li>-The project aims to contribute information on a topic relevant to the local community and/or other researchers</li> <li>-The objectives of the study are clearly presented and appropriate</li> <li>-The justification for the project is clear and contextualized</li> </ul>
<b>Context and Literature Review</b>	<ul style="list-style-type: none"> <li>-Context: The content is relevant. Important themes and background information are provided so reader understands study/research question and its place within the field of research</li> <li>-Literature Review: The paper includes appropriate, high-quality of relevant background sources, including several from refereed journals, indicating familiarity with key publications on the topic</li> <li>-Creative projects: background information is relevant to both the thematic topic being explored and the previous history of artistic work in this field.</li> <li>-Practica: the goals of the practicum are meaningful and are stated clearly; a focus project and how it relates to the program theme are clearly described. The history and work of the practicum organization, how its work relates to the program theme, and how it fits into the context of other similar organizations are all accurately described.</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>-The explanation of methodology is clear and accurate and supporting materials are included in appendices (if applicable)</li> <li>- Implementation of methods through the research process (e.g., interviewee recruitment) is thoughtful and handled with care</li> <li>-The methods are appropriate</li> <li>-Practica: a clear and complete description of the work undertaken is given, including dates and hours worked</li> </ul>
<b>Ethics</b>	<ul style="list-style-type: none"> <li>-Human Subjects policies and ethical research guidelines are adhered to and thoroughly discussed</li> <li>-Appropriate consideration is given to informed consent, anonymity, and confidentiality of research participants, in keeping with human subjects protocols and the SARB-approved ISP proposal</li> <li>-The ISP strengthens relationships and contributes to mutual trust between the author and research participants in ways that are respectful, culturally appropriate, and collaborative</li> <li>-Natural science ISPs not involving human subjects show an awareness of and respect for environmental ethics, as appropriate to the topic</li> <li>-The ISP is responsive to host community needs, as applicable</li> </ul>
<b>Presentation of Results / Findings</b>	<ul style="list-style-type: none"> <li>-The findings are complete and are logically and convincingly presented</li> <li>-The findings are clearly differentiated from discussion or interpretation</li> <li>-The prose discussion of findings is clear, succinct and logical</li> <li>-Any tables, graphs, photos and direct quotes are relevant and support the argument</li> <li>-Creative projects: The thinking and concepts behind the creative work, as well as the messages contained within it are clearly explained, and the intended audience (and availability to that audience) is described.</li> </ul>



<b>Depth of Analysis</b>	<ul style="list-style-type: none"> <li>-Important implications raised by the findings are included</li> <li>-The argument is well-structured and different sources of information are well-integrated</li> <li>-Patterns in the findings (or a lack of a pattern) were identified and discussed</li> <li>-The author gives logical explanations of what findings mean</li> <li>-The author clearly and specifically related his/her findings to the study/research question</li> <li>-The findings are linked to previous research in the field</li> <li>-Creative projects: An analysis of the creative piece is given, including an assessment of its educational value and aesthetics</li> <li>-Practica: A description and analysis of how the organization/focus project is set up and functions are given; the organization's strengths, weaknesses and challenges are discussed; observations of the organization or project are placed in the context of the existing literature</li> </ul>
<b>Conclusions</b>	<ul style="list-style-type: none"> <li>-The main findings are summarized and discussed within the broader implications or concerns of the study</li> <li>-The author made research-based recommendations, as appropriate, and made recommendations for future study</li> <li>-Practica: a range of lessons learned from the practicum are detailed</li> </ul>
<b>Technical Aspects</b>	<ul style="list-style-type: none"> <li>-The paper is organized into major sections (and sub-sections, as appropriate) and/or follows guidelines established in accordance with the orientation of the program/discipline</li> <li>-Table of contents, In-text citations, and reference list or bibliography are done correctly and completely</li> <li>-There are no mistakes in writing &amp; grammar, spelling &amp; punctuation</li> <li>-The paper is clean, legible, well-formatted, professional in appearance, and aesthetically pleasing</li> </ul>
<b>Effort</b>	Determinations of ISP effort vary per program
<b>Creative Project, Performance, or Practicum</b>	Criteria for review of creative works or performances, or for successful completion of practica, will be determined by the program academic director