



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Abbotsford School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD34
Developed by: Course Concept/Concept Developers: <ul style="list-style-type: none"> • Global and Intercultural Focus Program Working Group Abbotsford District Curriculum Developers and Consultants: <ul style="list-style-type: none"> • Gino Bondi- Assistant Superintendent, Abbotsford School District • Michelle Middleton, Curriculum Helping Teacher, Abbotsford School District • Kanta Naik, Director of Curriculum and District Principal of ELL • Elizabeth Cho-Frede, International Students Program Manager, Abbotsford School District • Lynette Power, Vice-Principal Curriculum-English Language Learning 	Date Developed: September 2018
School Name: Abbotsford School District Schools	Principal's Name: Gino Bondi- Assistant Superintendent
Superintendent Approval Date (for School Districts only): Dec. 5, 2018	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: Nov. 6, 2018	Board/Authority Chair Signature:
Course Name: BAA Global and Intercultural Studies 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Code: YAES--1A	

Board/Authority Prerequisite(s):

None

Special Training, Facilities or Equipment Required:

Teachers should have a good working knowledge of blended learning instructional strategies. Teachers access to an LMS (Learning Management System) and training on how to use it, for the online portions of this course. In addition, teachers should have received some professional development on cultural studies and intercultural relations. Students will also need access to the Internet for the online learning portions of this course.

Course Synopsis:

The Global and Intercultural Studies 11 course is the first of two courses to be introduced to the Abbotsford School District. This course offers students an opportunity to delve deeper into what culture is and how it impacts the way we live, what we believe, and how we interact with each other.

Students develop their intercultural knowledge and competencies through explorations of their many identities as well as those of people from cultural and/or national identities that differ from their own.

Given that our world is becoming increasingly globalized, students would benefit from developing the interpersonal and intercultural communication skills needed to interact with others in a meaningful way. This course helps students to develop and apply these skills in a meaningful way through a localized practicum.

Goals and Rationale:

1. Students develop an understanding that having a cultural identity is important.
2. Through new experiences, both within and outside of school, students will expand career skill set and opportunities to communicate with others
3. Students will understand that communication is a key aspect of intercultural competencies.
4. Students understand that critical and creative learning skills, inquiry skills, as well as global and intercultural competencies are necessary for success within an increasingly global, knowledge-driven economy.
5. Students understand that intercultural contact and conflict lead to multiple complex experiences, perspectives, and understandings.
6. Students develop an understanding that increasing interconnectedness of global society carries both positive and negative consequences.
7. Students understand that identifying and reflecting upon our place in the world is an important part of being a global citizen.

Abbotsford is a very ethnically diverse community with approximately 84 language groups residing in the city and attending our schools. In addition, Abbotsford School District hosts approximately 400 International students from various countries including: Korea, China, Japan, Colombia and Brazil.

Abbotsford School District has developed many partnerships overseas and can access receiving schools for experiences abroad. Historically, the District has received many international students but typically have not sent students in exchange to other countries. While the district's international students are immersed in Canadian culture, Canadian students have not had the same reciprocal immersion experience. The intention of this course is to open the door for more Canadian students to experience the culture of their international counterparts.

Because of the diversity of students in our schools and the Ministry's commitment to developing educated global citizens, understanding cultures, how they are shaped and how they contribute to one's world view is paramount. In order for our students to keep up with globalization, we need to equip them with the skills and knowledge necessary to succeed. Enabling students to apply their interpersonal and intercultural skills, both locally and globally, will ensure that students are better prepared to interact in an ever-increasing globalized society.

Aboriginal Worldviews and Perspectives:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This course enables students to not only experience interactions with other cultures, it also requires students to be reflective of relationships with others and ways to embrace the diversity from a place of understanding.
- Learning involves recognizing the consequences of one's actions. In learning about and developing one's intercultural competencies, students learn that how they approach others and how they communicate with others can have a positive or negative impact. Through understanding the nuances of language as well as how to negate or resolve conflicts with others.
- Learning involves generational roles and responsibilities. In developing intercultural competence, understanding how societies and cultures divide their roles and responsibilities amongst the generations is important.
- Learning recognizes the role of indigenous knowledge. There is much crossover when studying indigenous and other cultures. Lessons learned from indigenous populations have similarities to other cultures.
- Learning is embedded in memory, history, and story. Every culture has a wealth of history, memories and stories. By exploring that history and those stories, one gains better insights into how a culture is developed and what its beliefs and practices are.
- Learning involves patience and time. When studying another culture and learning intercultural competencies, it is important to know that this takes time and one must be patient so as not to project one's own cultural values onto others.
- Learning requires exploration of one's identity. Understanding your own cultural identity is important when learning about other cultures.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. We cannot know all there is to know about a culture because some knowledge is sacred and we are not privy to it. In learning about a culture and developing intercultural competency skills, we will come to understand much about a culture but may not know all of it.

BIG IDEAS

<p>Understanding self and culture impacts perception and interaction with other cultures</p>	<p>Communication is a key part of negotiating intercultural space</p>	<p>Communicating well in another language includes nuances and key conversational phrases</p>	<p>Intercultural experiences can happen locally as well as abroad</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> ● Compare and contrast one’s own culture and a culture of interest including: values, beliefs, and perceptions and the impact of one on the other ● Demonstrate increased self-knowledge and self-awareness of how one’s own cultural backgrounds influence personal values, beliefs, and perceptions ● Develop attitudes of appreciation, empathy and respect for diversity and differing perspectives ● Demonstrate open-mindedness when exploring cultural diversity ● Identify the roles of culture, language, power, and communication on the development of personal, social, and cultural identities ● Assess how culture influences communication in a variety of situations ● Demonstrate active listening skills as a means to improving communication ● Communicate ideas effectively with diverse audiences ● Develop and use conflict resolution skills ● Develop effective teamwork skills as a part of intercultural learning ● Select and effectively use appropriate technology and media to communicate with diverse audiences ● Critically analyze the global flow of information for underlying cultural values and biases ● Apply the knowledge of how cultural nuances influence communication in a variety of situations in a foreign language or context ● Demonstrate active listening skills as a means to improving communication when interacting with an International or new immigrant student 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> ▪ personal values, perceptions and beliefs ▪ components of culture including cultural models ▪ cultures of interest ▪ cultural development and social influences ▪ different viewpoints, communication and thinking styles ▪ cultural sensitivity ▪ Intercultural Competence Model (Deardorff’s Model) ▪ intercultural learning ▪ communication including: interpersonal, intercultural, and verbal and nonverbal ▪ conflict resolution ▪ language and power ▪ communicating with technology ▪ local support networks for various cultural groups including: the Interculturalization Club, Key Club, Aboriginal Elders and/or Chiefs, Immigrant Services (including English Language classes)

<ul style="list-style-type: none"> ● Demonstrate how to communicate ideas effectively with a foreign language speaker ● Explain how cultural preferences for explicit and implicit communication styles may cause confusion in intercultural relationships ● Demonstrate courtesy and norms of interaction appropriate to various cultural settings ● Explain and reflect on the merits of an intercultural experience at home or abroad ● Act as diversity leaders within their community ● Develop an awareness of the District’s International Program, services, and goals ● Gain practical experience by volunteering within the school and/or community with International students and/or new Canadians ● Demonstrate key skills needed to provide successful support as a mentor to an international student and/or new Canadian 	
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Big Ideas – Elaborations

Understanding self and culture impacts perception and interaction with other cultures- includes our place in the world (scales of culture), self-awareness, and value orientation. Guiding question: How can my understanding of self and culture impact how I perceive and interact with others in the world?

Communication is a key part of negotiating intercultural space- includes different forms of communication and how that can foster relationships with others. Intercultural learning, language and power as well as conflict resolution are addressed. Guiding questions: How does my use of language reflect who I am and impact how I interact with people from other cultures? How is our understanding of culture and society constructed through, and by, language?

Communicating well in another language includes nuances and key conversational phrases- nuances of conversation include non-verbal action including tone, message, and social norms. Students will benefit from face-to-face interactions with others who are fluent in a foreign language. Guiding questions: How can I effectively communicate and collaborate with a diverse group of people?

Intercultural experiences can happen locally as well as abroad- includes service learning, intercultural engagement opportunities locally and abroad (where applicable). Guiding question- What local opportunities can I engage in that will increase me intercultural knowledge and experience and how will this experience impact my understanding of ways to support other cultures in Canada?

Curricular Competencies – Elaborations

cultural identities- how one identifies with, or a sense of belonging, to a group

diversity leaders- students who help to promote awareness and acceptance of diversity in their communities (including school)

Content – Elaborations

components of culture-aspects or parts that make up a culture. These are varied with each culture.

cultural models- presupposed models of the world that are widely shared by members of a society that play a role of their understanding of that world and their behaviour in it.

social influence- takes many forms and can be seen in conformity, socialization, peer pressure, obedience, leadership, persuasion, sales, and marketing.
Intercultural Competence Model (Deardorff's Model)- model that shows the direction/process of acquiring intercultural competence
intercultural Competence- range of cognitive, affective and behavioural skills that lend to effective and appropriate communication with people of other cultures

Recommended Instructional Components:

- Class discussion using the cultural iceberg metaphor:
<http://www.msdt.k12.in.us/msd/wp-content/uploads/2011/10/iceburgofculture.pdf>
- Deep vs. Surface Culture
http://www.google.ca/url?url=http://www.mcsd.org/common/pages/DisplayFile.aspx%3FitemId%3D3212073&rct=j&frm=1&q=&esrc=s&sa=U&ved=0ahUKEwiBu_SOkJrQAhVX3WMKHdtA_FkQFggUMAA&usg=AFQjCNHzNJPPvCNIWARBFLbBm7Ox0a3qJA
- Personal ancestral analysis including values and components of culture
- What's common among us and how do we do it differently? (dance, food, music are universal even if carried out differently)- showcase diversity in an activity such as :“Bread Day”- we all make bread but the bread we make looks different and tastes different. In this exercise, we break bread together.
- Personal values inventory
- Research on a culture of interest and cultural comparison activity
- Role play
- Understanding perceptions- Which two go together? Everyone looks at things differently depending on their schema
- Case studies of language related conflicts and resolution strategies
- Whole class and small groups discussions
- Team building exercises highlighting communication (verbal and listening)
- Role play different types of communication scenarios between diverse cultures
- Whole class and small class discussion
- Video example analysis of different cultural interactions-including social norms, nuances, and tone
- Pairing class students with international or new immigrant students to reciprocally teach each other the nuances of their culture along with key phrases
- <https://www.indiegogo.com/projects/meet-the-pilot-smart-earpiece-language-translator-headphones-travel#/>

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Summative Curricular Competency	Formative Curricular Competency	Content	Sample Evidence Collected	Success Criteria
<p>Compare and contrast one’s own culture and a culture of interest including: values, beliefs, and perceptions and the impact of one on the other</p>	<ul style="list-style-type: none"> ● Demonstrate increased self-knowledge and self-awareness of how one’s own cultural backgrounds influence personal values, beliefs, and perceptions ● Develop attitudes of appreciation, empathy and respect for diversity and differing perspectives ● Demonstrate open-mindedness when exploring cultural diversity ● Apply the knowledge of how cultural nuances influence communication in a variety of situations in a foreign 	<ul style="list-style-type: none"> ● personal values, perceptions and beliefs ● components of culture including cultural models ● cultures of interest ● cultural development and social influences ● different viewpoints, communication and thinking styles ● cultural sensitivity ● Intercultural Competence Model (Deardorff’s Model) 	<ul style="list-style-type: none"> ● Reflection journal answering the inquiry question including an analysis of one’s impact on another culture ● Personal ancestral analysis reflection ● Presentation of a culture of choice with comparison to self ● Media analysis ● Reflection journal on inquiry question ● Debate presentation ● Role play 	<ul style="list-style-type: none"> ● Student can compare the similarities between their own culture and that of another culture by providing relevant examples and detailed explanations relating to values, beliefs and perceptions ● Student can identify the differences between their own culture and that of another culture by providing relevant examples and detailed explanations relating to values, beliefs and perceptions ● Student can analyze and draw reasonable conclusions about the impact of one culture on the another
<p>Assess how culture influences communication in a variety of situations</p>	<ul style="list-style-type: none"> ● Identify the roles of culture, language, power, and communication on the development of personal, social, and cultural identities ● Demonstrate active listening skills as a 	<ul style="list-style-type: none"> ● intercultural learning ● communication including: interpersonal, intercultural, and verbal and nonverbal ● conflict resolution ● language and power 	<ul style="list-style-type: none"> ● Conflict resolution analysis ● Create an infographic/cartoon illustrating the role that perception and language play in our lives ● Communication analysis of scenarios ● Interactions with international or new immigrant students 	<ul style="list-style-type: none"> ● Student can accurately assess the influences that culture has on different aspects of communication ● Student can identify various ways that different cultures approach and resolve conflicts

	<p>means to improving communication</p> <ul style="list-style-type: none"> Communicate ideas effectively with diverse audiences Develop and use conflict resolution skills Demonstrate active listening skills as a means to improving communication when interacting with an International or new immigrant student 		<ul style="list-style-type: none"> Voice recordings of students saying key phrases in another language (e.g. Adobe Spark) Participation in oral discussions Role play 	<ul style="list-style-type: none"> Student can demonstrate intercultural learning and nuances when communicating with someone from another culture
Select and effectively use appropriate technology and media to communicate with diverse audiences	<ul style="list-style-type: none"> Critically analyze the global flow of information for underlying cultural values and biases 	<ul style="list-style-type: none"> communicating with technology 	<ul style="list-style-type: none"> Interactions with international or new immigrant students Voice recordings of students saying key phrases in another language (e.g. Adobe Spark) Co-curricular Group Project Media Analysis 	<ul style="list-style-type: none"> Student can effectively apply knowledge of cultural communication practices and nuances when utilizing technology and media to communicate with others
Demonstrate how to communicate ideas effectively with a foreign language speaker	<ul style="list-style-type: none"> Apply the knowledge of how cultural nuances influence communication in a variety of situations in a foreign language or context Demonstrate active listening skills as a means to improving communication when interacting with an International or new immigrant student Explain how cultural preferences for explicit and implicit communication styles may cause confusion in 	<ul style="list-style-type: none"> communication including: interpersonal, intercultural, and verbal and nonverbal conflict resolution language and power 	<ul style="list-style-type: none"> Communication analysis of scenarios Interactions with international or new immigrant students Voice recordings of students saying key phrases in another language (e.g. Adobe Spark) Reflection on the nuances, social norms, etc. that they have encountered or may encounter on their intercultural experiences at home or abroad Daily Reflection Journal Portfolio development Role play 	<ul style="list-style-type: none"> Student can demonstrate the application of knowledge of cultural norms and nuances when interacting with a person from a different culture Student can demonstrate effective listening skills when communicating with others

	<p>intercultural relationships Demonstrate courtesy and norms of interaction appropriate to various cultural settings</p>			
<p>Demonstrate key skills needed to provide successful support as a mentor to an international student and/or new Canadian</p>	<ul style="list-style-type: none"> ● Explain and reflect on the merits of an intercultural experience at home or abroad ● Act as diversity leaders within their community ● Develop an awareness of the District's International Program, services, and goals ● Gain practical experience by volunteering within the school and/or community with International students and/or new Canadians 	<ul style="list-style-type: none"> ● local support networks for various cultural groups including: the Interculturalization Club, Key Club, Aboriginal Elders and/or Chiefs, Immigrant Services (including English Language classes) 	<ul style="list-style-type: none"> ● Guest speaker(s) or interviews/meetings with teachers or other employees in the district's International Program ● Guest speaker(s) or interviews/meetings with employees from Abbotsford Community Services ● Meeting with Aboriginal Elders and/or Chiefs (or meet with Aboriginal Helping Teachers) ● SWIS Coordinator and workers ● Mennonite Central Committee Refugee Coordinator ● City Hall (coordinating departments-housing, health, etc) ● Infographics, PSA, videos ● Portfolio development ● Volunteering in an elementary or middle school with newcomer refugee students ● Practical experience opportunities within the school (with ELL or International Program, ● Interculturalization Program, SWIS Program etc.) ● Reflection and application of intercultural competency in a practicum ● Reflections on the presentation or meetings with key local people and/or organizations that support diverse cultures in our community 	<ul style="list-style-type: none"> ● Student can demonstrate and apply advocacy skills when promoting intercultural competency with one's community and peers ● Student can demonstrate appropriate mentorship skills when working with international or new Canadians in a school or community setting

Learning Resources:

This is not an exhaustive listing and teachers have the autonomy to enhance the resources used. A key principle is to secure time/date sensitive data, information and releases to impress upon the learner how technology is optimizing the learning state, the relevance of the learning and the need to act and continue learning and leading.

Online sites & Documents:

Aboriginal Worldviews and Perspectives in the Classroom

https://www.bced.gov.bc.ca/abed/awp_moving_forward.pdf

An Inventory of Useful Learning Strategies

http://educanet2.ch/pec/ws_gen/57/Learning_strategies.pdf

Asia Society: Partnership for Global Learning

<https://asiasociety.org/files/book-globalcompetence.pdf>

Bennett, J. 2011. Developing Intercultural Competence.

http://www.intercultural.org/documents/competence_handouts.pdf

Critical Incidents for Intercultural Communication Booklet: An Interactive tool for developing awareness, knowledge and skills

<https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/CriticalIncidentsBooklet.pdf>

Critical Reflection Rubric

https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/critreflectrubric_trevor_holmes.pdf

First Peoples Principles of Learning

<https://firstpeoplesprinciplesoflearning.wordpress.com>

Guidelines for Integrating Critical Reflection Into Your Course

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/critical-reflection>

The Intercultural Development Inventory.

<https://idiinventory.com/>

Kairos Canada, 2015. The Blanket Exercise.

<http://www.kairoscanada.org/dignity-rights/indigenous-rights/blanketexercise/>

Our Words, Our Ways: Teaching First Nations, Metis and Inuit Learners

<https://education.alberta.ca/media/563982/our-words-our-ways.pdf>

Pearson Education Canada. Canadians in the Global Community.

http://www.pearsoned.ca/school/secondary/soc_sci/global.html

Pecha Kucha 20x20

<http://www.pechakucha.org/>

Reflective Writing: A Guide

<https://www.trentu.ca/academicskills/documents/Reflectivewriting.pdf>

Royal Geographic Society – 60 Second Guide to North-South Divide

<https://www.rgs.org/NR/rdonlyres/6AFE1B7F-9141-472A-95C1-52AA291AA679/0/60sGlobalNorthSouthDivide.pdf>

Simulation Training Systems, 2015. Bafa Bafa: Cultural Diversity Training for Schools and Charities.

<http://www.simulationtrainingsystems.com/schools-and-charities/products/bafa-bafa/>

Teaching by the Medicine Wheel: An Anishinaabe Framework

<http://www.cea-ace.ca/education-canada/article/teaching-medicine-wheel>

UNESCO Global Citizenship Education

<http://en.unesco.org/gced>

United Nations Global Education First Initiative

<http://www.globaleducationfirst.org>

What is Global Learning?

<http://www.globalfootprints.org/globallearning/>

Youth In Action

<http://youthinactionri.org/>

Articles, Media, and Presentations:

Bruchac, J. 2003. Our Stories Remember: American Indian History, Culture and Values through Storytelling.

Delpit, Lisa and Joanne Kilgour Dowdy (2002), The Skin We Speak: Thoughts on Language and Culture in the Classroom. New York: The New Press.

Dewey, John (1938), Experience and Education. Collier, New York.

Earley, C. and Mosakowski, E., 2004. Cultural Intelligence. Harvard Business Review, October 2004.

Franti, M. I Know That I Am Not Alone. <http://topdocumentaryfilms.com/i-know-im-not-alone/> (film)

Grassroots Films, 2010. The Human Experience. (film)

Hofstede, Gert Jan, Pedersen, Paul B. Hofstede, Geert, 2002. Exploring Culture: Exercises, Stories and Synthetic Cultures. Intercultural Press.

Hofner Saphiere, Diana, 1997. Ecotonos: A Simulation for Collaborating Across Cultures. Cultural Detective.

Hofstede, Gert (2011). Dimensionalizing Cultures: The Hofstede Model in Context. Online Readings in Psychology and Culture, 2(1).

<http://dx.doi.org/10.9707/2307-0919.1014>

Keilburger, C. and Keilburger, M. 2012. My Grandma Follows Me on Twitter and Other First World Problems.

Jacques, Martin (2003), The Global Hierarchy of Race.

<http://www.theguardian.com/world/2003/sep/20/race.uk>

Kolb, David A (2014), Experiential Learning: Experience as the Source of Learning and Development. New Jersey: Pearson Education.

Morrison, Terri, & Conway, Wayne, 2006. Kiss, Bow or Shake Hands: The Art of Doing Business in More Than 60 Countries. Adams Media.

Noddings, Nel (2006), Critical Lessons: What Our Schools Should Teach. New York: Cambridge University Press.

Redundancia: A Foreign Language Simulation. Cultural Detective.

Sensoy, Ozlem and Robin DiAngelo (2011), Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education. Teacher College Press.

Shaules, Joseph, 2015. The Intercultural Mind. Intercultural Press.

Stringer, D. & Cassidy, P. 2009. 52 Activities for Improving Cross-Cultural Communication, Intercultural Press.

Thiagarajan, Sivasailam, 2006. Barnga: A Simulation Game on Cultural Clashes. Nicholas Brealy Publishing.

van Manen, Max (1997), Researching Lived Experience: Human Science for an Action Sensitive Pedagogy. London, Ontario: The Althouse Press.

Additional Information:

Additional units/modules

Depending on the structure of the course, there is an opportunity to include additional modules/units.

1. **Understanding of the Other**-Students may focus on dominant and minority group dynamics including how people outside of the dominant cultural groups see the dominant group. As well, students can investigate how and when individuals or groups become considered “The Other”.

Overarching inquiry question for this unit: Why is it important for people and cultures to construct narratives about their experiences and how can these narratives be used to change our cultural perspectives of groups considered to be “The Other”?

Suggested Instructional Strategies for this module/unit:

Whole class discussion- probing subjective vs. objective perspectives

Role plays highlighting diverse stakeholders’ perspectives or conflict in a power relationship

Case study analysis

Small group work- researching worldviews, traditions, experiences of local groups

Simulation (eg. BaFa-BaFa)

Guest speakers- from immigrant, refugee or international student groups

Possible Summative Products for this module/unit:

Reflection journal on inquiry question

Case Study analysis

Analysis of cultures WITHIN and OUTSIDE of Canada

Critical analysis of one lo

2. **Global Awareness and Global Issues**-students may explore the emerging global issues and the perspectives of various stakeholders, including Aboriginal and global groups such as the United Nations. As part of this unit, students will be asked to develop plans of actions (Act Locally, Think Globally) to advocate for, or contribute to solving an emerging issue.

Overarching inquiry question for this unit: How can I develop and execute a plan of action to advocate for, and contribute to, improvement of a global issue locally, regionally, or globally?

Suggested Instructional Strategies for this module/unit:

Online research including <http://www.globalissues.org/>

Debate structure on an emerging issue

Letter Writing activity - to key government representatives, non-governmental agencies, and other parties of interest to advocate for change

Interviews with different members of family and/or community to gain an understanding of perspectives

Review of historical and contemporary sources for cultural influences, actions, learnings, etc. around an emerging issue

Guest speakers who represent different cultural perspectives on emerging issues (including Aboriginal elders)

Field trip to the Mennonite Historical Museum, Sikh Museum,

Possible Summative Products for this module/unit:

Action plans for advocacy on an emerging issue

Research logs including online, interview notes

Reflection journal on the inquiry question

This course may include a travel experience to a sister school or country. This travel experience will be deemed as a supplemental learning experience and not required for completion of this course.