

Students wishing to receive the Expérience culturelle 12 credit must:

- submit their completed application form for the EXC 12 credit, along with a covering letter, postmarked no later than the April 15th deadline
- have their application reviewed by the Selection committee
- successfully complete the Explore Program in its entirety
- meet all program requirements and all credit evaluation criteria

Students participating in the Explore Program will be evaluation on the following elements:

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| 1. Keeping a daily journal or submitting a reflective essay (<i>see criteria, page 2</i>) | 35% |
| 2. Developing a portfolio, highlighting their cultural experience (<i>see criteria, page 3</i>) | 35% |
| 3. Certificate of Participation (if the institution issues such a certificate) and the academic report from the participating institution | 30% |

All three components of the above evaluation criteria are required in order for students to receive their course credit. A copy of the certificate of participation (if available) and the academic report from the Explore Program must be submitted along with the journal and portfolio prior to **the last Friday of September** following the completion of the program. Documents received after this date will not be evaluated and an EXC 12 credit will not be awarded.

As indicated above, the daily journal and the portfolio are mandatory elements that comprise 70% of the final mark for EXC 12 credit. Students who do not complete these key elements will not be eligible to receive the EXC 12 credit.

Daily Journal or Reflective Essay

Students who participate in the Explore Program must keep a daily journal, in French, describing activities and learning that took place that day. The journal may also contain the student's personal thoughts about the successes and challenges of learning and living in French and adapting to a new culture, as well as their own personal growth. Instead of keeping the daily journal, students may choose to write a reflective essay of 2500 words in French following the completion of the program. The suggestions offered in the Portfolio section of this document may be useful to those students who choose to write the essay.

The journal or essay must be submitted as soon as possible after the conclusion of the program and must be received by the Department of Education and Early Childhood Development by the last Friday of September following the completion of the program. All documents received after this date will not be evaluated and an EXC 12 credit will not be awarded.

The Portfolio

The portfolio expresses your learning experience through the use of design elements. Therefore, the items in your portfolio must present a visual, auditory or written record of what you learned in terms of language, culture and about yourself.

The portfolio must be submitted as soon as possible at the conclusion of the program and must be received by the Department of Education and Early Childhood Development by the last Friday of September following the completion of the program. All documents received after this date will not be evaluated and an EXC 12 credit will not be awarded.

The content of the portfolio should be presented either chronologically or by theme. The content may include, but is not limited to, the examples provided below. The items presented are to be accompanied by brief descriptions in French which clearly describe the context of the activity they represent, as well as the impact that activity had on you and your learning.

You may present your portfolio in a variety of formats, such as a scrapbook, DVD, website, blog, social networking site, etc.

Here are some content examples that may be included in your portfolio:

- Samples of school work
- Souvenirs from cultural activities, such as
 - Ticket stubs to a show, play, film, sporting event, etc.
 - Menus, recipes
 - Newspaper or magazine articles
 - Description or review of a film, a play, a sporting event, a museum or a park you visited, or some other adventure you had during the program
- A variety of images representing your learning (photos, drawings, etc.)
- Poems, a written, recorded or visual narration of a story
- Lyrics to favourite songs, song recordings or videos
- Any other type of document which allows you to imaginatively and creatively tell about your experience in the program

The following suggestions may be used as a guide for developing your portfolio (or writing the reflective essay). It is not necessary to answer all of the questions or to answer them in order. Be creative and think of ways to share your thoughts and emotions; these categories and questions are meant only to inspire you.

The following may help you determine the types of information you could include in your portfolio:

1. Your expectations of the program

Why did I decide to participate in this program? What motivated me to do so? What were my expectations?

2. Your arrival and the first week of the program

How was my arrival in my new surroundings?
How well did I adapt at first to my new surroundings?

How was I welcomed at school? At the university residence?
At that point, what were the biggest surprises for me?
How did I feel about the other students around me?

3. Daily life and activities

What as a typical day like for me?
What were some of my activities? Which ones did I like best? Least? Why?

4. Familiar situations and new experiences

How did my regular school compare to the school in Québec or the Explore institution?
How did my social life there compare to that at home?
How did my courses there compare to those in my regular school?
How did the food there compare to the food at home?

5. New friends

How did I go about making new friends?
How would I described my relationship with these new friends?

6. Back home

How did I prepare to return home? How did I feel about returning to my home life and surroundings? What may have had the greatest impact on my life following this experience?

7. Summing it up

Thinking about my expectations for learning French, for learning about a new culture and for my own personal growth during the program:

Were the goals I had at the beginning of the program realistic?

What goals did I reach and how did I reach them? Was that easy to do? What are some examples of this?

Following my experience in the program, what new challenges do I now face in terms of learning French, learning about a new culture or about my own personal growth?

What were my successes in the program? What were my frustrations? What were the most important moments of the program for me?

What lessons about French language, French culture and about life in general have I learned?

The Nova Scotia Department of Education and Early Childhood Development wishes to thank the Prince Edward Island Department of Education and Early Childhood Development for its generous help with this section of the document.

Please send all documents by email, or by mail, to Ms. Éline Melanson at the following mailing address:

Nova Scotia Department of Education and Early Childhood Development
French Second Language Division
Brunswick Place, 4th floor
2021 Brunswick Street
PO Box 578
Halifax NS B3J 2S9

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For further information, please contact:

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