

Resources to Support EL Learners

What resources are nice to have vs. need to have?	What resources might be beneficial to a student who has had an international experience?	What resources might be beneficial to a student who has an accommodation?
Identifying all the ways students should be supported before, during and after an experiential learning activity may seem like a large task. There are many topics to consider in order to set students up for success, but the efforts are worth it when students start making personal connections that bridge theory and practice. In order to keep all possibilities in perspective, it may be beneficial brainstorm all the topics, reflective questions/assignments and ways of supporting students, in order to best determine the topics that must be covered versus those that would be nice to cover. The module Planning and Development worksheet in this module can assist you in accomplishing this.	Students who engage in international courses/experiences may also benefit from some additional components pre and post-experience and/or as part of a formal pre-departure and/or re-entry session. This may include but not be limited to: • Reflecting on skill development through a future-career lens: problem solving, adaptability, and critical thinking are at the forefront on an international experience and highly relevant to any career path moving forward (NACE, 2017) • Processing the experience fully to avoid and/or work through “reverse culture shock”. International students who engage in experiential learning activities outside of their home country may also benefit from additional support as they compare and contrast larger cultural experiences through this avenue.	Ontario has a goal of creating environments where all people can fully participate regardless of circumstance and the Accessibility for Ontarians with Disabilities Act, or AODA, aims to identify, remove, and prevent barriers for people with disabilities. This relates to the condition those we interact with are in and how we find ways of working to ensure they experience success, whether it be in a workplace, non-profit organization, tourist site or location within the community. In terms of preparing students, best practice is to encourage students to have the conversation about disclosing a disability and/or requesting an accommodation themselves with their community partner or employer. This Brock University website geared to workplace accommodation information for students and student disclosure provide information and resources a student might consider and use to prepare, if they wish, for this conversation.