

Preparing Students for Intensive Global Fieldwork

(A work in process)

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Background/Introduction

- Emphasis on **preparing students for the world of practice**, including global practice is on the rise (Downey, et. al . 2006, Male, 2010, Male, Bush and Chapman, 2011)
- **“Authentic” learning** activities are key to **student motivation** in coursework (Litzinger, et. al. 2011)
- Study abroad in short term stays (**STSA**) **is on the rise** in student popularity (Institute of International Education, 2017; Dessoiff, 2006)
- **“Authenticity” in study abroad is considered a gold standard** of study abroad experiences, but is thought to be impossible with STSA programs (Engle & Engle, 2003)

Background

Course

Implementation

“Authenticity” Framework

9 Element Authenticity Framework

(Herrington and Oliver, 2000; Herrington, et. al. 2014)

1. Authentic context – **real life** use
2. Authentic task – **ill defined** and **messy**
3. Expert performances – **access to experts**
4. Multiples roles and perspectives – various **points of view**
5. Collaborative construction of knowledge – **group task**
6. Reflection- meaningful **reflection**; non linear organization
7. Articulation- inherent **opportunities to discuss**
8. Coaching and Scaffolding – **collaborative support**
9. Authentic Assessment – crafted in community; **integrated**

Background

Course

Implementation

Global Fieldwork Course Idealized

MIMIC a week in the life of a Practicing Engineer: Produce an “**authentic**”, **short-term study** abroad experience, which presents the *cadence* of a “**real life**” situation of an **engineering field investigation** in a foreign country.



1 credit laboratory course
(ABET Criterion 3 focused)

Utilize Backwards Course Design principles (Wiggins & McTighe, 2005) to develop students' ability:

- Plan & execute an **open ended engineering investigation** in a unfamiliar cultural setting
- **Identify, gather, log, analyze and interpret field data** using multiple approaches
- **Present ideas** orally and visually in informal modes to broad **multicultural audiences**
- Undertake **structured reflection to engrain understanding.**

Background

Course

Implementation

Instructional Implementation

SAID Method for Writing Reflections to Learn from Experiences

Based on Christine Hogan (1995) suggests using the SAID approach (Situation, Affect, Interpretation, Decision) to structure a reflection:

- (1) **Situation:** What actually happened? Facts
 - What images/scenes do you recall?
 - Which people/words/comments struck you?
 - What sounds/smells/sensations do you recall?
 - Were there any other elements?
- (2) **Affect:** How did it make you FEEL?
 - What was the high/low spot?
 - What was your mood/feeling?
 - What was your gut reaction?
- (3) **Interpretation:** What did you learn?
 - What can you conclude from this experience?
 - What was your learning?
 - How does this relate to appropriate concepts, theories, skills?
- (4) **Decisions:** What will you do differently next time as a result?
 - What do you need to do before this sort of thing happens again?
 - What should you do differently next time?
 - What would you say to people who weren't there?
 - What was the significance of this experience in your life?

Hogan, C. (1995) Creative and reflective journal processes. *Learning Organization*, 2(2), pp.4 - 17



5 Qs + 5 things I know about AU

- Originally a convict colony from the UK
- very warm climate
- very rich demographics (Great Dividing Range, Barrier Reef, Outback)

Q: What is a typical/popular dinner or meal?

Q: How big is pop culture?
Film, music, etc

Q: National religion?

Q: regional accent/vocab/"lingo"

Q: Outgoing socially?

Implementation – Inextricably Culturally Integrated



Wominjeka Milarri
Welcome to Milarri Garden

Milarri is an initiative of the Victorian Aboriginal community.

It contains plants used by Indigenous people for food, technology and medicine, and promotes an understanding of Aboriginal people and their culture.

Milarri is from the Woiwurrung language and means 'outside'.

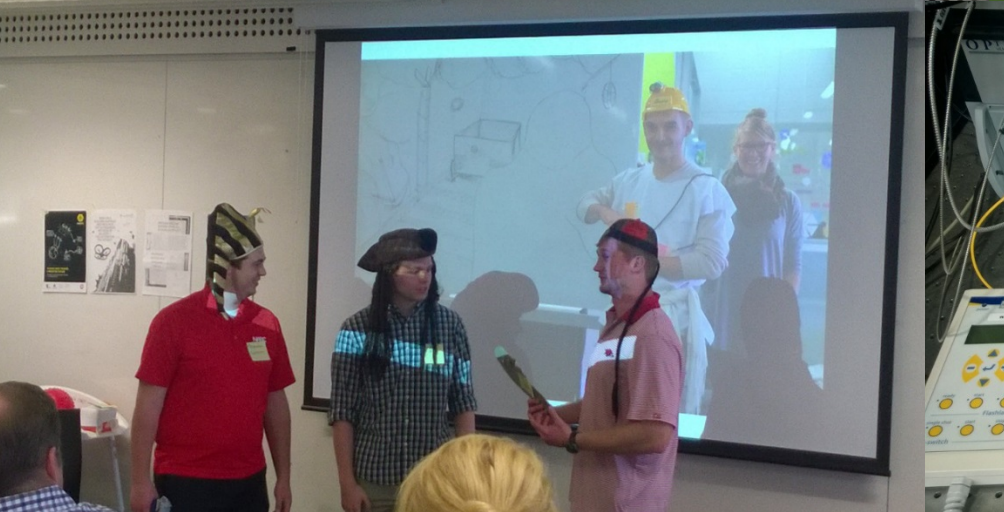
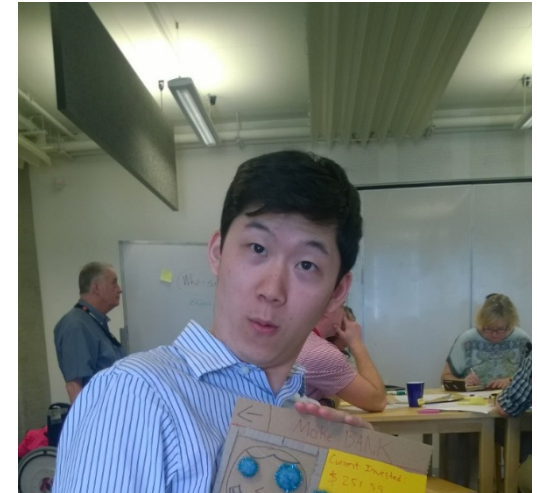
Follow the path to the North Terrace and the Forest Gallery.

Background

Course

Implementation

Implementation – “Familiar/Uncertainty”



Background

Course

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Implementation – Expert Coaching



Background

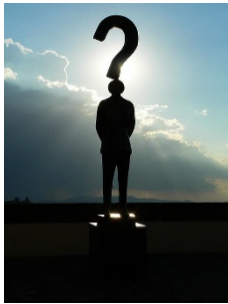
Course

Implementation

Student Buy In What *we* Learned



CADENCE Matters – Does it hummm with authenticity?



PROVOCATION Matters – Are they challenged to make sense of, and immediately DO SOMETHING with what they are learning abroad?



MIRROR/SCAFFOLD/RELEASE Matters – Will they feel and experience real risk, while testing their capabilities and managing uncertainty?

THANK YOU

QUESTIONS?