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; Dessoff, 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)

“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**

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.**

Instructional Implementation

SAID Method for Writing Reflections to Learn from Experiences

Based on Christine Hagan (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?

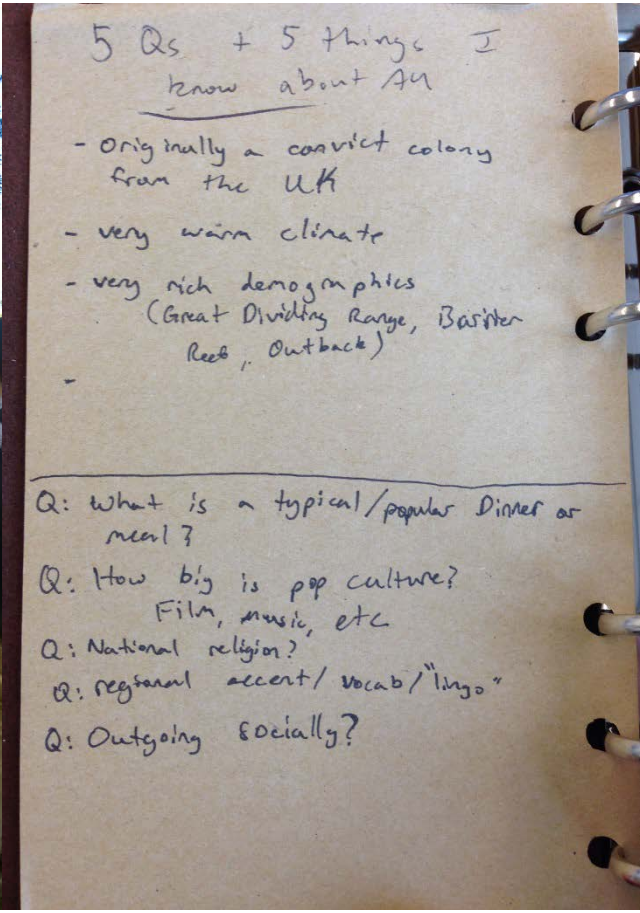
(2) **Affect**: How did it make you FEEL?
- What was the high/low spot?
- What was your mood/feeling?
- What was your gut reaction?

(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?

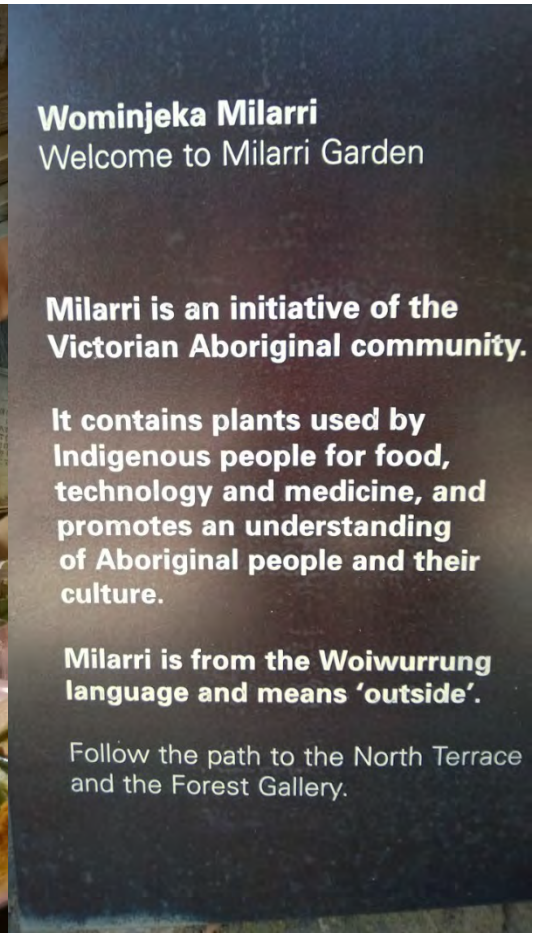
(4) **Decision**: What will you do differently next time as a result?
- What do you need to do before this sort of thing happens again?
- What should you do differently next time?
- What would you say to people who weren't there?
- What was the significance of this experience in your life?

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

2017_Study_Abroad_Syllabus_Rev7_Student Briefing and Intro Meeting 18 1/18/2017

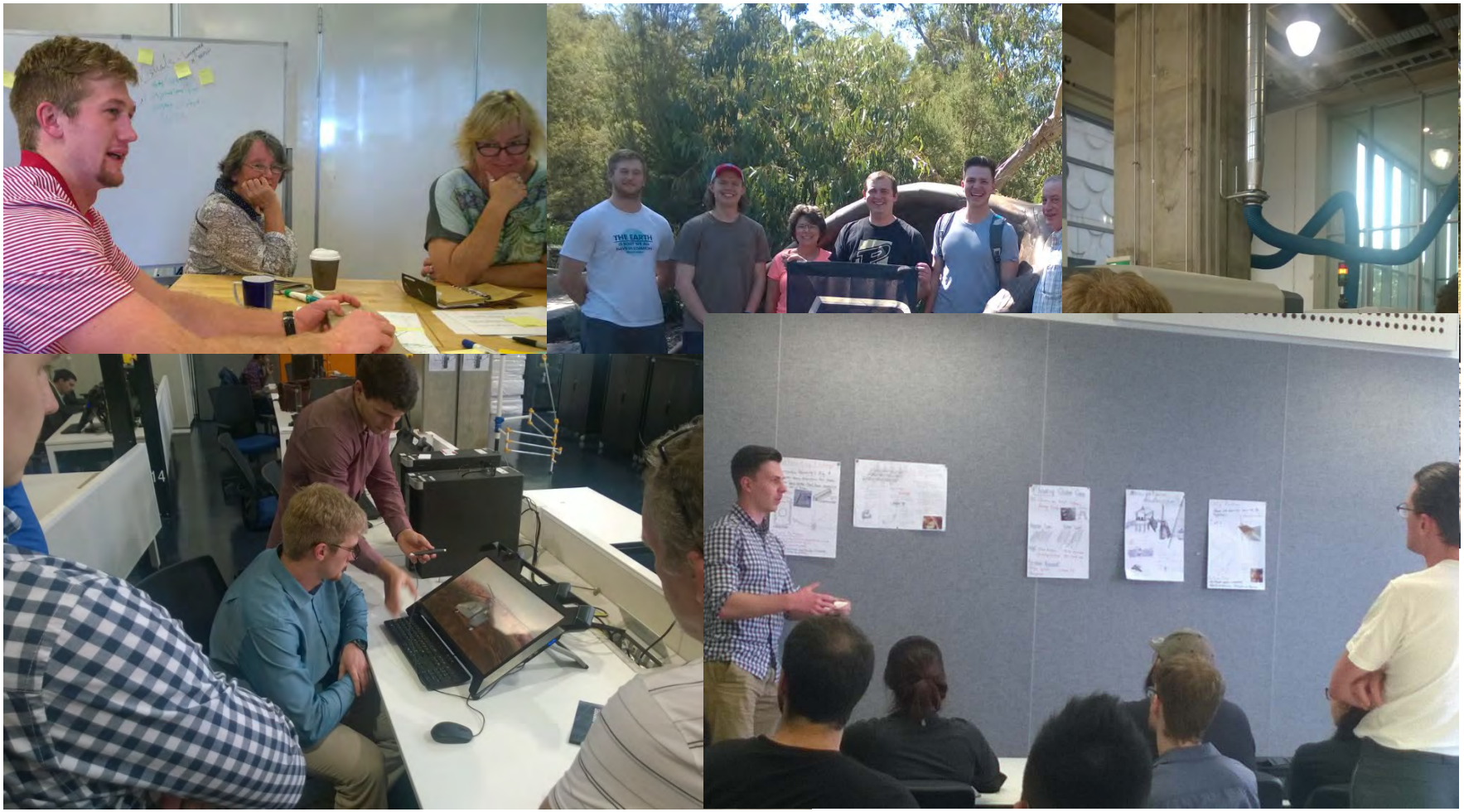


Implementation – Inextricably Culturally Integrated



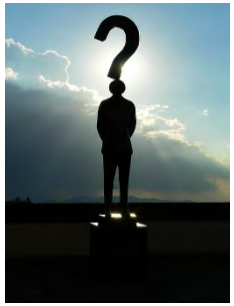
Implementation – “Familiar/Uncertainty”

Implementation – Expert Coaching



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?