Program Course Book

Name: ______________________
This program is intended teaching faculty members who wish to better understand the possibilities and challenges associated with field-based teaching and learning. Planned content includes: curriculum planning and design, teaching and learning strategies, the social dynamics of learning, and experiential education theory and practice. Relevant readings will be woven into the experience to allow for connections and discussions as to how these approaches can be utilized back in the classroom and on and off-campus at Earlham. Participating faculty members will receive a $500 stipend and will also be asked to submit a report as to how they will use the learning from the seminar in terms of curriculum development and pedagogical innovation back on campus.

Participants will experience a purposefully designed “learning expedition” targeted at engaging both the theory and the practice of this approach to teaching and learning. Immersion in the field will allow for specific examples, discussions, and topics to come out regarding field-based teaching and learning in a way that is difficult to replicate in a classroom setting. It will also allow for a sense of “retreat and renewal” which are essential ingredients for teachers looking to experiment and explore pedagogical innovation.

Program Outcomes

- Specific strategies, ideas, and designs for using field-based teaching and learning in various educational contexts
- Collaboration, discussion, and workshopping of curriculum development ideas to be implemented back at Earlham in the classroom
- Opportunities for “pedagogical play”
- Retreat and renewal toward enriching the “teacher within”
Program Facilitators:
Jay Roberts
Jose Ignacio Pareja

Confirmed Participants:
1. Peter Blair Biology
2. Lori Watson Chemistry
3. Wendy Tori Biology
4. Andy Moore Geology
5. Jennifer Seeley Politics
6. Thor Hogan, Politics

Program Itinerary:
Thu. Aug 2  Introductions and Orientation
Pre-trip meeting and “duffle shuffle”

Fri. Aug. 3rd  Setting the Context: Field-Based Programming
Depart from EC at 5:00am to Indianapolis airport

Fly out of Indianapolis at 8:15 am Delta non-stop to SLC
Arriving at 10:10am Mountain time.

Run errands in SLC and have lunch

Check in at Holiday Inn SLC West. 4 rooms.

2:00-4:00  Afternoon discussion and workshop

6:00  Group dinner

Sat. Aug. 4th  Setting the Context: Teaching and Learning in Higher Education
Breakfast and pack-up

9:00 am  Drive to trailhead (2 hours). Arrive by 12noon. Lunch, pack-up and begin hiking (1.5-2 miles in on E Fk of Bks Fork trail).
(9,000 ft ~2750m)

Sun. Aug. 5th  Introduction to Experiential Education
Hike 5 miles to due E. of Tokewanna Pk (9,800 ft ~3000m)

Mon. Aug. 6th  Education for Sustainability
Hike 4 miles to upper basin (10,600 ft ~3250m)

Tue. Aug. 7th  Meet-The-Students Day!
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<tr>
<th>Day</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Wed. Aug. 8th</td>
<td>Hike 7-8 miles over Red Knob Pass (12,248 ft ~3750m) to Crater Lake area (11,000 ft ~3350m). Meet August Wilderness students in the field!</td>
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<td>Thurs. Aug. 9th</td>
<td><strong>Methodologies of Field Based Teaching and Learning</strong> Layover Day at Crater Lake area</td>
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<td>Fri. Aug. 10th</td>
<td><strong>Applications</strong> Hike 7 miles to below Squaw Pass (11,000 ft)</td>
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<td>Sat. Aug. 11th</td>
<td><strong>Celebrations</strong> Hike 5-6 miles to trailhead (out by 2pm). Drive to Salt Lake City. Check-in at Holiday Inn West SLC. Showers and downtime. Celebratory group dinner out in SLC.</td>
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<tr>
<td>Sun. Aug. 12th</td>
<td><strong>Presentations of Learning</strong> Breakfast Final reflections and discussions + Presentation of Learning 5:10pm flight from SLC to Indianapolis arriving at 10:23pm into Indianapolis.</td>
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Faculty Report Guidelines

As part of your participation on this program, each faculty member will complete the following brief reports:

1. **Pre-Program Reflection (completed 8/2/12)**
The pre-program reflection will be completed during the first “orientation” day of the seminar. See form in back of this book.

2. **Post-Program Evaluation (completed 8/12/12)**
See evaluation form located in the back of this course book.

3. **Presentation of Learning (completed 8/12/12) OPTIONAL!**
(Required - In Salt Lake City) A presentation of learning will be completed and shared in Salt Lake City - Aug 12.

(Optional - in Richmond)- We will be presenting a pedagogical snapshot at the faculty retreat (15-20 min snapshot + 10 mins discussion) session on Field-based pedagogy and it would great if we could have the group involved. Details of Greg’s invitation to participate below.

“We would like to have eight or nine different classrooms in LBC as locations for “pedagogical snapshots,” where faculty can see samples of highly effective pedagogical techniques being demonstrated. You were suggested by a faculty group as being someone who could offer a valuable demonstration to our colleagues, and I hope you’ll be willing to help out. Our feeling is that a session on field-based learning would be a significant contribution to the morning’s options.

The Pedagogical Snapshots are designed to be short sessions in which teaching faculty will showcase particular pedagogies that offer invitations to us to re-imagine teaching and learning in both big and small ways as we consider the future of the liberal arts. They are not lifted up as examples of pedagogical perfection, but rather are designed to be “snapshots” to foster further dialogue and creative thinking; they are things that you are already doing and that you feel work especially well for our students. Presentations should be about 15-20 minutes in length, giving the audience a taste of what the presenter does in class, with time for 10 minutes’ worth of questions at the end.”

4. **Follow-Up Report (no later than 1/15/13)**
A 1-2 page reflection after you have attempted to implement your field component. See form in back of this course book.
Reference List:


“Pot-Luck” Discussion Topics
Below are possible topics for discussion that we came up with from our experience helping facilitate field-based learning. Throughout the experience, there will be opportunities to discuss topics that may be of interest to you. They are presented below in summary form and in no particular order.

1. An Introduction to Experiential Education
   - Tour guide hell (how NOT to do field experiences)
   - Educatively Experiences and Active Learning
   - Problem-based/Project-based Learning
   - Place-based Learning
   - Service Learning
   - Outdoor/Adventure Education
   - Inquiry Learning

2. Designing Effective Experiential Learning
   - The 6 P’s (Prior Planning Prevents Piss Poor Performance)
   - Design is Your Outcome (backmapping)
   - Student ownership of the design- possibilities and limitations
   - EELDRC and Experiential Learning Cycle
   - Gradient and Crest of Wave
   - Your itinerary should not dictate your curriculum
   - Ritual/Novelty
   - Less Is More (you can’t curricularize everything)
   - How To Use Guest Speakers/Experts Effectively

3. Metacognition and Experiential Learning
   - Importance of framing
   - Making the invisible, visible
   - Big Picture and chunking
   - How to be a successful student... a diff kind of rigor. Chance favors the prepared mind

4. Processing and Reflection
   - The importance of
   - Rules and tools
   - Pump Priming
   - What, So What, Now What
   - Structures: (pair share, small group, fishbowl, journal)

5. Working with the Emergent Curriculum
   - Interdisciplinary, thematic instruction
   - Making connections (integrating vs isolating learning)
   - Blended learning: using tech in field-based experiences
6. The Social Dynamics of Learning
   - Full Value Contracts
   - Expedition Behavior
   - Group Development and Waterline model
   - Student behavior issues

7. When Things Get Complicated
   - Ethics of community-based teaching, learning, and research
   - Risk Management Plans (plan b’s)
   - Dealing with changes of plans (flex and pos state of non-expect)
   - Dealing with major emergencies

8. Servant Leadership and Self Care
   - We Are All Crew- using students and TA’s to assist
   - Finding time for yourself/family
   - Boundaries and limitations

9. The Art of Assessment
   - Reflection projects- good and bad
   - Demonstrations of learning

10. Bridging The Gap: Extending the Learning Beyond the Initial Experience
    - The Challenges of learning transfer
    - Follow-up strategies and approaches
Pre-Program Report Form:

Name: 

Title/Dept: 

Why are you participating in this seminar? What do you hope to gain from the experience? How do you expect or hope it will impact your teaching?

What course or unit have you chosen to experiment with? What outcomes are you looking for? Do you have any preliminary ideas in terms of what field components you might like to incorporate?
What specific knowledge, skills, or abilities are you looking to gain from your participation in this program?

What do you foresee as challenges, limitations, or concerns about field-based teaching and learning?
Program Evaluation (Due 8/12/12)

Name (optional): __________________________

Describe the positive aspects of this program. What were your major takeaways?


Has this program encouraged you to experiment with more field-based teaching and learning components in your courses? If so, how? If not, why not?
How might this program be improved?

What other comments or reflections would you like to share?
Final Report Form: (Due 1/15/2013)
(To be submitted electronically)

Name:  

Title/Dept:  

Briefly describe the field-based unit/course you worked on as part of this seminar. What were your specific outcomes and objectives you were targeting?

How did the field-based unit/course go? What worked? What didn’t? Describe the degree to which your outcomes and objectives were met.

Other comments or reflections?