Preparing Students for Intensive Global Fieldwork

(A work in process)

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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.

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.

1 credit laboratory course (ABET Criterion 3 focused)
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?
   - What people/sounds/shapes colors did you see?
   - What sounds/smells/touches/feelings do you recall?
   - Were there any other elements?
2. **Affect**: How did it make you feel?
   - What was the light/loud/quiet?
   - 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 reasoning?
   - 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?


5 Qs + 5 things I know about Aq
- 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/words?
- Q: Outgoing socially?
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?