

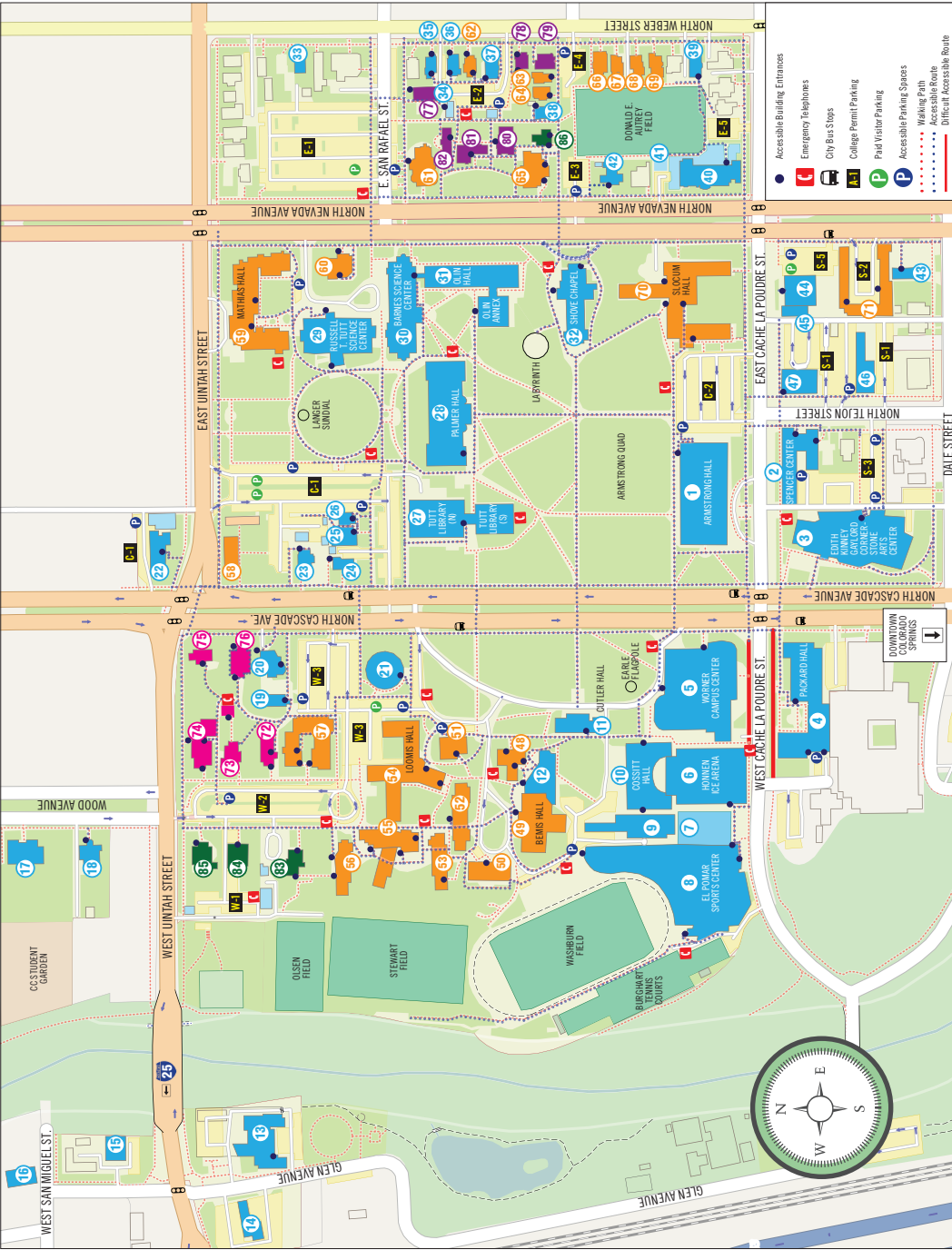
JULY 9-11
2·0·1·5



Symposium on Field Study

COLORADO COLLEGE

Campus Map



- 55

Knight Apartments & McHugh Commons:
Symposium location
- 53

Blanca Apartments:
Symposium housing
- 49

Bemis Hall: Bemis Great Hall for Thursday dinner and keynote address
- 18

Stewart House:
President's welcome on Thursday evening
- 10

Cossitt Hall:
Faculty Commons for Saturday lunch
- 5

Worner Center:
Rastall Dining Hall; Gaylord Hall (Friday evening dinner and case studies); Meeting place for Saturday field trip



Symposium on Field Study

FROM THE PRESIDENT OF COLORADO COLLEGE	2
WELCOME	3
SCHEDULE OF EVENTS	5
ABSTRACTS	9
COLORADO COLLEGE OFFICE OF FIELD STUDY	19
ABOUT COLORADO COLLEGE	20

From the President of Colorado College

Welcome to the first Colorado College Symposium on Field Study. In contrast to large lectures and MOOCs, the immersive, small classes at liberal arts colleges are uniquely positioned to make use of field study to create high-impact experiential learning opportunities for this generation of learners. The investigation of this distinct style of pedagogy, its learning outcomes, and its contribution to students' holistic development is an emerging field.

There is an important need for faculty in liberal arts institutions to come together to define the goals and practices of field-based pedagogy. This symposium will highlight the variety of field study currently underway at Colorado College, the Associated Colleges of the Midwest, and other top liberal arts institutions. It will provide an opportunity for faculty to define and refine the practice of teaching and learning in the field.

Our goals are to foster collaboration between faculty from multiple institutions and different academic departments, and to give them an opportunity to discuss key topics such as the innovative use of technology in field-based teaching and learning, new perspectives of field-based study in the humanities and humanistic social sciences, accessibility and inclusion in field study (and how technology can help), field study learning outcomes and assessment, and risk management in faculty-led academic programming.

This symposium is among the initiatives of Colorado College's strategic plan, "Building on the Block." I invite you to learn more about our efforts. Thank you for being a vital part of this inaugural symposium.

Best regards,

A handwritten signature in black ink, reading "Jill Tiefenthaler". The signature is fluid and cursive, with the first name "Jill" being more prominent and the last name "Tiefenthaler" written in a continuous script.

Jill Tiefenthaler
President

COLORADO COLLEGE

Welcome

Dear Participants,

I am delighted to welcome you to the inaugural Symposium on Field Study: Establishing and Sharing Best practices at the Intersection of Place, Pedagogy, Innovation, and Technology.

As faculty and administrative leaders from multiple institutions and different academic disciplines, I hope you will find the symposium to be a rich opportunity to collaborate on pressing opportunities in domestic and international field study, such as the innovative use of technology, new perspectives of field study across the disciplines, and the mindset of millennials in field learning. Our goal is that this gathering will be a catalyst to cultivate and enhance the intense, immersive, and personal learning that is created in field study settings—signature characteristics of the powerful and transformative impact liberal arts education has on students.

Welcome to the Symposium on Field Study and to Colorado College.

Best,

A handwritten signature in black ink, appearing to read "Emily Chan", with a stylized, cursive script.

Emily Chan

Associate Dean of Academic Programs and Strategic Initiatives
Colorado College

COLORADO COLLEGE

Symposium on Field Study: Establishing and Sharing Best Practices at the Intersection of Place, Pedagogy, Innovation, and Technology

The first ever Symposium on Field Study at Colorado College has gathered together innovative faculty as well as field study support staff to begin to highlight and share the best practices around this innovative teaching strategy.

Presenters will share a variety of cross-disciplinary course examples, discuss technology and field study, cross-divisional support, assessment, and teaching to the whole student via field experiences. Top liberal arts colleges from the all over the country are represented.

The idea for the symposium started with the creation of the Office of Field Study at Colorado College. The office supports the many field-based course offerings at CC. There seemed to be a need for work on the topic of doing field trips exceptionally well, from both a pedagogical and administrative perspective.

Thank you for being a part of this gathering, and welcome to Colorado College!

Schedule of Events :: 2015 Field Study Symposium

Thursday, July 9, 2015 :: Day 1

8 - 8:45 a.m. **Breakfast** :: Rastall Dining Hall, Worner Center

8:45 - 9 a.m. **WELCOME** :: McHugh Commons

FIELD STUDY ACROSS THE DISCIPLINES I: CROSS-CUTTING THEMES AND OPPORTUNITIES :: McHugh Commons

9 - 9:30 a.m. **Mary Griep**, Professor of Art, Associate Dean of Fine Arts
St. Olaf College; "Field Study as an Interdisciplinary Collaborative Space –
Integrative learning using linked off-campus courses."

9:30 - 10 a.m. **Heather Heying, Bret Weinstein**, Professors of Biology
Evergreen State College; "Field Study on the Frontiers of Science Learning –
"Don't look it up."

10 - 10:15 a.m. **BREAK**

10:15 - 10:45 a.m. **Rebecca Entel**, Associate Professor, English, Cornell College; and
Catherine Stewart, Professor, History, Cornell College; "Field Study and
Primary Texts – Pack Your Books and Your Machetes."

10:45 - 11:15 a.m. **Dan Johnson**, Associate Professor, Economics, Colorado College
"Teaching Innovation in the Field."

TECHNOLOGY AND FIELD STUDY :: McHugh Commons

11:15 - 11:45 a.m. **Katie Pratt**, Program development specialist, Dean's Office, Macalester
"Visualizing Field Study: The Role of Digital Visual Techniques in
Enhancing Field Study Pedagogy and Outcomes."

11:45 a.m. - 1 p.m. **LUNCH** :: Rastall Dining Hall, Worner Center

1 - 1:30 p.m. **Sarah Hautzinger**, Professor, Anthropology, Colorado College
"Story-scribing a Conversation on the Sacred Across Traditions: The Web
and Digital Media."

1:30 - 2 p.m. **Miro Kummel**, Associate Professor, Environmental Science; **Matt
Gottfried**, Director of Innovative Technology; **Darren Ceckanowicz**
Technical Director, Environmental Science, Colorado College
"Remotely Controlled Aerial Drones (UAVs) as a Field Instructional
Technology."

- 2 - 2:15 p.m. **BREAK :: TRANSITION TIME**
- 2:15 - 2:35 p.m. **Ryan Hammes**, Director of Outdoor Education, Colorado College
“Summit as a Technological Tool for Risk and Information Management for Field Study.”
- 2:35 - 2:55 p.m. **Jennifer Golightly** and **Beth Scaffidi**, Information Technology Services, Colorado College; “Instructional Technology at CC”

CROSS-DIVISION INSTITUTIONAL SUPPORT FOR FIELD STUDY :: McHugh Commons

- 3 - 3:20 p.m. **Heather Horton**, Director, Wellness Resource Center, Colorado College
“Student-life Support in the Field: From the Mundane to Crisis-Management.”
- 3:20 - 3:40 p.m. **Tara Misra**, Sexual Assault Response Coordinator, Colorado College
“Field Study and Title IX Considerations.”
- 3:40 - 3:50 p.m. **BREAK**
- 3:50 - 4:10 p.m. **Jan Edwards**, Director, Accessibility Resources, Colorado College
“Common Questions and Helpful Practices Regarding Disability, Accessibility, and Off-campus Study.”
- 4:10 p.m. - 4:30 p.m. **Drew Cavin**, Director, Office of Field Studies, Colorado College
“Risk Management and Institutional Support.”
- 4:30 - 5:15 p.m. Small group sessions :: take home ideas
- 6 - 7 p.m. Cocktails and **Welcome** with Jill Tiefenthaler, President, Colorado College :: Stewart House (shuttle available)
- 7 - 8:30 p.m. **Keynote** and **Dinner** :: Bemis Great Hall
Kathy Giuffre, Associate Professor, Sociology, Colorado College;
“Fields of Innovation”

8 - 9 a.m.

Breakfast :: Rastall Dining Hall, Worner Center

FIELD STUDY ACROSS THE DISCIPLINES II: DOMESTIC AND STUDY ABROAD :: McHugh Commons

9 - 9:30 a.m

Martin Farrell, Professor, Politics and Government; Coordinator of the Global Studies Program, Ripon College; "Witnessing History and Transformations: Lessons Learned from 35 Years of Taking Students Abroad."

9:30 - 10 a.m.

Kenneth Abrams, Associate Professor, Psychology, Carleton College "Inducing 'Disorienting Dilemmas' Through Visits to Psychiatric Institutions in Prague."

10 - 10:30 a.m.

George Vrtis, Assistant Professor, History and Environmental Studies, Carleton College; "Connecting the Classroom, Scholarship, and Field Study: A View from Grand Canyon National Park"

10:30 - 10:45 a.m.

BREAK

ASSESSMENT IN FIELD STUDY :: McHugh Commons

10:45 - 11:15 a.m.

Joan Ericson, Professor, Japanese; and **Jim Matson**, Visiting Professor, Asian Studies, Colorado College "What did you learn? Assessing a study abroad experience."

11:15 - 11:45 a.m.

Carol Wickersham, Director of Community-Based Learning and Adjunct Instructor of Sociology, Beloit College; "Pivot Points and Catalysts: Capturing What Is Learned Through Community-based Learning Using Direct Measurements of Cognitive Outcomes."

11:45 a.m. - 1 p.m.

LUNCH :: Rastall Dining Hall, Worner Center

THE HOLISTIC STUDENT IN FIELD STUDY :: McHugh Commons

1 - 1:30 p.m.

Lori Stanley, Professor, Anthropology, Luther College; "The Ethic of Place and Reciprocity: Luther's Community-based Program in Tanzania."

1:30 - 2 p.m.

David Harker, Director, Collaborative for Civic Engagement, Colorado College; "The Scholar Identity: Collective Identity Development and Civic Engagement."

2:30 - 3 p.m.

Kristin Larson, Associate Professor, Psychology, Monmouth College "Sustained and Continued Relationships – The Process and Outcomes of a Course on Global Citizenship on the Prevention of Human Trafficking in Moldova."

3 - 3:15	BREAK
3:15 - 3:45 p.m.	Kathryn Rindskopf Dormann , Assistant Professor and Psychology Internship Supervisor, Psychology and Environmental Studies, Lake Forest College; “Field Study and Environmental Psychology.”
3:45 - 4:15 p.m.	Tracy Holland , Visiting Assistant Professor, Education, Vassar College; “Field-based Urban Education in a Liberal Arts Context: The Vassar Field Experience in Urban Education.”
4:15 - 4:45 p.m.	Craig Mosher , Associate Professor and Director, Social Work, Luther College; “Fostering Ethical Development Through an Abroad Course on Sustainability and Energy Policy.”
4:45 - 5:15 p.m.	Small group sessions :: take home ideas
6:30 - 8 p.m.	Dinner and Case studies :: Gaylord Hall, Worner Center Brigitte French , Associate Professor, Anthropology, Grinnell College “Course-embedded Travel to Ireland and Northern Ireland: Sites of Collective Memory in the Classroom and in the Field.” Mark Smith , Professor, Economics, Colorado College “Case studies on Location: Taking to the Field in Economics.” Ashley Brown Burns , Assistant Professor, Political Science, Amherst College; “Engaging Multiple College Constituencies via Summer Field Learning: The DukeEngage Program.”

Saturday, July 11, 2015 :: Day 3

EXAMPLE FIELD TRIP:

8 - 8:30 a.m.	Breakfast :: Rastall Dining Hall, Worner Center
8:35 a.m.	Load vans on South side of Worner Center
8:35 - 9 a.m.	Travel to Ranch Foods Direct
9 - 10:30 a.m.	Visit with Mike Callicrate
10:30 - 11 a.m.	Travel back to CC
11 a.m. - 12:30 p.m.	Discusson and Box Lunch :: Faculty Commons, Cossitt Hall

Abstracts



Ken Abrams

CARLTON COLLEGE

"Inducing 'Disorienting Dilemmas' through Visits to Psychiatric Institutions in Prague"

The aim of my cross-cultural psychopathology program in Prague (which runs every other fall) is to provide students with a greater appreciation of the extent to which sociocultural factors influence mental illness and, through regular meetings with psychiatric patients and their clinicians, acquire a more humanized perspective of mental illness. In particular, I structure the program to induce "disorienting dilemmas," which occur when recent experiences do not fit within students' present frame of reference. For example, many students report that our meeting with convicted sexual offenders (who, because of their paraphilic diagnoses, are in an inpatient rehabilitation clinic rather than a prison) forces them to confront long-held cultural assumptions about individuals with paraphilias. The presentation will cover best practices for making professional connections, preparing for visits to psychiatric institutes, meeting with psychiatric patients and clinicians, and providing students with opportunities to reflect on their experiences and work through disorienting dilemmas.



Ashley Brown Burns

AMHERST COLLEGE

"It's Not Easy in the Big Easy: Civic Engagement, Off-Campus Domestic Study, and Models for Success"

The DukeEngage mission is to empower students to address critical human needs through immersive service, in the process, transforming students, advancing the University's educational mission, and providing meaningful assistance to communities in the U.S. and abroad. I have been a program leader for the New Orleans domestic site, serving in this capacity from the infant stage through its current status as a model for success in domestic summer engagement. Important concerns relate to the "how" of offering a efficacious program, which entails gains for students, the community in which the program is embedded, the university and individual community partners who contribute to the community-based initiative. This involves a range of responsibilities, including site selection, marketing, student admissions, budgeting, risk management and crisis response, program design, and curriculum development. While characteristic of a broad spectrum of challenges and accountability, outcomes suggest such efforts can remain full of merit. Gains for undergraduate learning, community needs, instructional goals, alumni relations as well as university reputation are key aspects that suggest continued relevance and justification for community-based summer engagement. My proposal seeks to discuss my expertise related to these issues as it may offer some beneficial models applicable to other classrooms or colleges.



Drew Cavin

COLORADO COLLEGE

"Risk Management and Institutional Support for Field Study"

In a time of increasing litigation and an evolving relationship between Colleges and students, risk management of field study programs is a critical issue. In this session we will use case studies in field programs where minor to major incidents have happened.

By looking at these case studies, we will uncover legal issues, best practices in process, and how institutions can support faculty in the field.



Kathryn Rindskopf Dohrman

LAKE FOREST COLLEGE

"A Place-Based Environmental Psychology Course, Or Learning Through the Lens of Environmental Psychology"

In this course, we use the local and regional community as the place in which to learn the subject matter of Environmental Psychology. "Community" includes physical environments (built and natural), as well as people. A place-based course is more than a "class without a classroom." At its heart is "the community as classroom," a pedagogy that enhances and enriches course material by encouraging intensive engagement with a location. It means that the place itself becomes an instructor, helping to shape what is learned and how it is learned. Building on the Montessori idea of the "prepared environment," we will consider techniques to maximize student learning in a non-traditional setting. We will discuss ways to create necessary infrastructure, including logistics of transportation, scheduling, relationships with field sites, and cost minimization. Finally, we will reflect upon the principles of psychology and ecology that inform place-based instruction.



Jan Edwards

COLORADO COLLEGE

"Optimizing Off-campus Learning Experiences for Students with Disabilities"

Optimizing off-campus learning experiences for students with disabilities happens when we demystify disability; design inclusive and accessible learning experiences; and include students, faculty, and disability service providers in the assessment of essential field-study requirements and the determination of reasonable accommodations. From day trips to month- or semester-long trips and from experiences in the local community to the back country and/or studying abroad, collaboration and use of best practices are key to providing experiences that welcome and include this diverse group of students. Using case studies, we will talk about creative and practical approaches to supporting students with disabilities in a variety of off-campus educational opportunities.



Rebecca Entell & Catherine Stewart

CORNELL COLLEGE

"Pack Your Books and Your Machetes: Interdisciplinary Practices for Place-Based Learning"

Two courses developed for Cornell's Environmental Studies Program, Bahamian Literature and Slavery and the Environment in a Comparative Context, travel to San Salvador, an island of the Bahamas. Our courses focus on the environment as a central actor as well as the relationships between slaveholders and the enslaved. A rare journal kept by a slaveholder in the 1830s documents the daily labor activities of a plantation on the island as well as a slave uprising. We clear our way through the brush to these historic ruins with machetes to educate students about the landscape and historic preservation. They learn to read the landscape's natural elements as well as its constructed ones in the form of ruins, monuments, historic sites, and communities. While San Salvador offers unique opportunities for experiential learning, many of the interdisciplinary pedagogies for field study that we've developed can be adapted for other places and courses.



Joan Ericson & Jim Matson

COLORADO COLLEGE

"What Did you Learn? Assessing a Study Abroad Experience"

We have organized a full semester in Japan for students of Colorado College in the spring of 2015, beginning with

a travel-based course "Studying Asia" in Japan and Korea, followed by three months of Japanese language study at the International Christian university near Tokyo. While at ICU, CC faculty will offer two courses within the ICU curriculum; ICU students will also enroll in these two courses to enable our students to have optimal interaction with Japanese students. In an effort to assess this new program, we will be administering the Intercultural Effectiveness Scale to all of our students, both as a Pre-departure-test and a Post-program-test. We anticipate that this 60-question instrument will help us evaluate the degree to which our students have learned both about another culture and also about themselves. To supplement this on-line assessment, at the beginning of the course we will interview each of the eleven students and ask them to write a short reflection identifying what they anticipate learning during the four months in Asia. At the end of the semester we will ask students to re-read their reflections and comment on the degree to which they learned what they had anticipated.



Martin F. Farrell

RIPON COLLEGE

"Witnessing History and Transformations: Lessons Learned from 35 Years of Taking Students Abroad"

My first experience in taking students abroad might be considered a baptism by fire: taking a group of 49 to the People's Republic of China for 22 days in August, 1981. In

the event, fortunately, the experience turned out to be an eye-opening, jaw-dropping, and even life-changing success. Given this success, it is not surprising that I have continued to take students abroad for similar field experiences in a variety of settings on a regular basis since then. As with everything in higher education, however, the field study experience has had to evolve. We can no longer take the travel experience as self-evidently valuable; rather, we must carefully develop explicit learning objectives as well as concrete processes to realize these objectives and then to measure our levels of success. What do we need to do to maximize the transformative potential of field study today?



Brigittine French

GRINNELL COLLEGE

"Course-Embedded Travel: Sites of Collective Memory in the Classroom and in the Field"

This presentation examines the pedagogical goals and course structure of an advanced course in the social sciences that uses short-term class embedded travel as an

innovative strategy for enhancing students' theoretical and empirical understanding of course topics. More specifically, the presentation outlines the logic, rationale, and assignments for a class trip to Ireland and Northern Ireland during Spring Break as a key component of a semester-long class on collective memory. It shows how the Republic of Ireland and Northern Ireland serve as empirical case studies for students to engage theories of collective memory and test their empirical utility. It addresses two assignments, the first of which is a description of a "lieu de memoire" (Nora 1989); the second is an independent project defined in relation to the students' own interests. Overall, the course aims to provide an iterative model for timely and cross-cutting topics and disciplines within the social sciences and humanities.



Jennifer Golightly & Beth Scaffidi

COLORADO COLLEGE

"Instructional Technology at Colorado College"

Technology can enhance field study in a variety of ways, whether it's through such basic means as consolidating and digitizing course readings or through more advanced applications, such as the use of GIS software as an aid to field work. This panel will showcase technology-assisted field study courses taught at Colorado College and will include discussion of limitations, considerations, and advantages for both students and faculty.



Mary Griep

ST. OLAF COLLEGE

"Drawing from Nature/Island Biology: Asking Questions Across Disciplines"

As at most liberal arts institutions, St. Olaf has many double majors, yet our curriculum only occasionally reflects those parallel interests. The trend toward specialization in all fields has undermined an earlier vision of the meaning of liberal education where disciplines were more closely linked. This presentation will explore how we might create places where those passions meet and cross-fertilize, as they did in the 16th century Cabinets of Wonder, where the works of humans met the works of nature. In particular, how off-campus courses can be uniquely situated to explore hands-on opportunities to experience how various disciplines make observations, construct questions and try to solve problems.

"The vision by which we discover the hidden in nature is sometimes called science, sometimes art." (Guy Davenport, "The Geography of the Imagination")



Kathy Giuffre :: Keynote Speaker

COLORADO COLLEGE

"Fields of Innovation"

The Millennial Generation is the first to grow up almost completely under the overwhelming rubric of standardized testing as an educational way of life. But standardization is anathema to innovative thinking and creativity. Theories of creativity from research in the social sciences posit a strong correlation between innovative thinking and specific social structures, such as embeddedness in supportive social networks as well as opportunities for crossing the boundaries of different social groups, building "bridge ties" across gaps between diverse "small worlds," and engaging in intellectual deviance. Field study provides students with the building blocks of social structures that facilitate creativity and innovation.

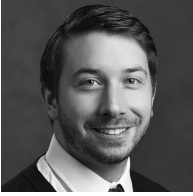


Ryan Hammes

COLORADO COLLEGE

"World of Summit: Utilizing Technology on Field Trips for Increased Risk Management"

Each and every time we leave campus we encounter additional objective hazards that require careful planning. In this presentation we will look at ways to set your field experience up for success by utilizing technological conveniences by informing students of trip expectations and keeping information organized. Through a small round-table format we will share in each other's "best practices" used at various institutions for field-based courses.



Dave Harker

COLORADO COLLEGE

“The ‘Scholar’ Identity: Collective Identity Development and Civic Engagement”

This presentation will examine the role of collective identity in the civic engagement experience. Members of the Engaged Scholar service learning program examined in this study made it clear that “being a Scholar” comes with a strong identification as part

of the group. This marks a distinct difference between those volunteers who do their service as a member of an organized group (the Scholars), and those who volunteer as an individual (even though these individuals volunteer with the same organizations, often at the same time, doing the same work). Scholars identify themselves as part of a collective, and this identity carries quite a bit of importance. During interviews with Engaged Scholars, these students regularly comment on what it means to be a Scholar, and how this identity impacts not just the way they go about their service and think about their work, but their lives as a whole, outside of service.



Sarah Hautzinger

COLORADO COLLEGE

“Community-Based Learning on Religion and Ritual: Shared Practice and Story Scribing at the Baca Campus, Crestone, Colorado”

Community-Based Learning on Religion and Ritual: Shared Practice and Story Scribing at the Baca Campus, Crestone Colorado The advanced seminar on Religion and Ritual

(crosslisted in Anthropology and Religion) returns to the Baca Campus for a week-long community-based project in order to learn with practitioners from the over-twenty international communities residing there. Combining shared ceremonial practice with gathering life stories, and culminating in a student-produced symposium on the significance of sacred evolution across traditions, our schedule combines trips out to communities with bringing community members to the Baca Campus for shared meals, discussions, and story-recording. The students will produce an archive recording these interactions, and possibly a website, depending upon community interest. The academic and pedagogical challenge to these encounters, at once intimate and also circumscribed, involves creating respectful, reciprocal and realistic relationships with our community partners, as well as with the material the project produces. This project continues a 2008 iteration, in which the class’s fieldwork explored conceptions of sacred place, and the potential impact of natural gas drilling on local spiritual practice.



Heather Heying & Bret Weinstein

EVERGREEN STATE COLLEGE

“Field Study on the Frontiers of Science Learning—Don’t Look It Up”

“Science” has come to mean two things. Science is a self-correcting method of inquiry through which patterns are explained. Science is also a compendium of established explanations. Both meanings are legitimate, but in teaching we lean heavily toward the latter, providing a description of phenomena as presently understood. We focus less on the method that leads to big breakthroughs—because there is no method.

Narratives of scientific breakthroughs are distorted by survivor bias; we know much more about what worked than what failed. And it is nearly impossible to return students to the pre-discovery mind-set. But there is a way: with professors as spatio-temporal tour guides, students revisit an obscure frontier without the benefit of the conclusion, experiencing paradox, dialectic and ultimately, discovery. Our example is the story of geologist J. Harlen Bretz, the Scablands of Eastern Washington, and the largest waterfall the Earth has ever known. Don’t look it up.



Tracey Holland

VASSAR COLLEGE

“Reaching Beyond the Vassar Bubble: Outreach and Experiential Learning in Poughkeepsie, NY.”

The Vassar Urban Education Outreach programs allow students to experience the reality of the impoverished city just outside their college gates. The goal of the program is to break down prejudice about urban youth and to help college students understand and empathize with the challenges faced by students in a low performing school district. The program provides a fascinating example of differential learning and of how the students’ backgrounds condition and shape their experience. For some, “going into the community is like going on safari”. Others identify with the community they reach out into, developing a sense of “home” that helps them cope with the challenge of being, in many cases, the first in the family to go to college. Tutoring in a community shows the power of experiential learning to encourage civic learning and to prepare college students to be effective advocates for greater justice and opportunity.

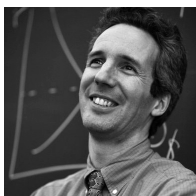


Heather Horton

COLORADO COLLEGE

“Introduction to Millinery: The Many Hats You’ll Wear While Off-Campus with Students”

When we step off campus with students, we also step away from the support of campus student life teams who typically address conduct, interpersonal conflicts and respond to student crises. This workshop will serve as an introduction to the many student life functions that faculty and staff traveling with students away from campus must perform. Starting with how to frame pre-departure conversations to set students (and faculty) up for success, we will also address preparing to be a first responder, how to identify and respond to mental health challenges, and how to make referrals and re-connect students to the broader team back on campus.



Daniel K.N. Johnson

COLORADO COLLEGE

“Teaching Innovation ‘In Situ”

Innovation represents a synthetic activity that draws upon culture, history, scientific knowledge, economics, and human relationships. I believe that the best way to teach this topic is immersive, embedded in an innovative environment. To prime a week-long field experience in EC365 (Economics of Innovation), we spend two classroom weeks actively discussing the professional literature. The Colorado Springs community is asked for topics of interest to them, and all students are then assigned related hypotheses which encourage investigation using primary and secondary sources. Students must develop a research approach that synthesizes our field sites with their classroom learning, encouraging student engagement with our hosts in specific and well-defined ways (usually via targeted questions). During the trip, we engage with innovators and entrepreneurs, startups and big business, venture capital and angel investors, policymakers and administrators, educators and technicians. We have lectures at MIT and Harvard, and I lead content-rich tours of the area with talks focused on the economic history and context in which innovation occurs. Many hosts are alums, but many are others who value this form of engagement. Students take active leadership before, during and after the trip in very well-defined ways. In the field, we make vigorous use of technology, both traditional and modern (including Twitter and geotagged scavenger hunts). After the trip, students write a final paper to document their argument, presenting their arguments in public presentations to the Colorado Springs community using public presentation skills that they saw role-modeled in Boston. Results are uniformly outstanding, and I would propose that we invite a previous student to present as part of my participation. My presentation could be any length you wish, in parts or only some portion if you prefer.



Miro Kummel, Matt
Gottfried, & Darren
Ceckanowicz
COLORADO COLLEGE

“Remotely Controlled Aerial Drones (UAVs) as Field Instructional Technology”

Questions about remote sensing of spatial patterns cut across the disciplines: the spatial distribution of trees at the treeline, the patterns of erosion in badlands, the distribution of artifacts at an archeological dig, the three dimensional structure of a small Romanesque church. To address these questions we often turn to data, such as aerial photographs, that have already been collected by various government agencies or for-profit groups for other purposes. However the data are often at a resolution that is less than ideal, or are taken at a less than ideal time of day or time of the year. Sometimes the data is not available at all. Moreover, just using someone else's data is not very motivating for the students. In our proposed part of the workshop we aim to provide an introduction to the UAV technology that gives the students direct access to all of the stages of remote sensing: from planning the flight mission, the flight itself, post flight data processing into 3D structures, and interpretation of the remotely sensed patterns. The technology allows the students to “own” the project at a level that the pre-canned datasets could not. It also provides data at a resolution, time of day/year that is appropriate to the spatial question being asked. We propose to discuss: The technical steps of remote sensing using UAVs that will take the participants through all of the stages from mission planning, through flight demonstration, to data processing and pattern interpretation. Pedagogical approaches to integrating UAV into liberal arts curricula from close one-on-one teaching in faculty-student collaborative research and independent student projects within courses, to approaches that integrate UAV projects into a regular class of 15-25 students. Examples will be drawn mostly from the fields of Ecology and Environmental Science. Ways in which UAV technology can be brought into classes across the disciplines in liberal arts beyond the field natural sciences --- including sociology, anthropology, architecture, and film/media studies. Ways in which a liberal arts college can support a UAV program that serves students and faculty across the disciplines.



Kristin Larson
MONMOUTH COLLEGE

“Sustained Community Relationships through Service-based Field Study”

“Sustainable Service Learning” is a model of field study that integrates contextualized learning with creative community engagement, emphasizing the importance of an ongoing commitment. Students research the needs of a target community organization, propose a project and initiate it during the semester. The innovative aspect of

this approach encourages relationships between the enrolled students, the target organization, campus organizations and community action groups. This approach has the potential to create a strong, collaborative and sustainable investment in the community. This model encourages authentic commitment to social change and the kind of responsible citizenship that we hope our students will replicate in their own communities.

A sample course in global citizenship will be described, which focused on the prevention of human trafficking and included an optional trip to visit a humanitarian organization in Moldova.



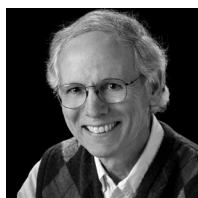
Tara Misra
COLORADO COLLEGE

“Respect and Success in the Field: Title IX Guidelines”

Signed into law by President Nixon in 1972, Title IX guaranteed that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Although it was not long ago

that conversations about Title IX focused on equity in funding women's athletic programs, the conversation has expanded to address full participation in all areas of college and university life—including admissions, training, employment, and STEM education. Title IX is also one of the primary sources of guidance for institutions to prevent and respond to sexual assault and harassment, which can significantly interfere with student access to educational opportunities.

Faculty-led experiences are extremely valuable for students, but research suggests that these opportunities are frequently marred by harassment and assault. This session will explore Title IX expectations and procedures for colleges and universities, how power dynamics can play out in the field, and best practices to create a safe space for learning for all students.



Craig Mosher

LUTHER COLLEGE

“Interdisciplinary Teaching Abroad: The Ethics of Energy Policy Choices”

Luther College offers a number of study away opportunities in a format we call Paideia 450—January term general education capstone courses, that are taught by two faculty from different disciplines and focus on ethical issues. This presentation focuses on one, “Green Germany—Norway: Advanced Models of Sustainability”. The two faculty are from German and social work and so bring those perspectives to the class.

With twenty students we spend three weeks visiting wind farms, energy self-sufficient communities, a nuclear power plant, ocean dikes, a pumped storage facility, green schools and churches, an outdoor kindergarten, and other places.

Our teaching strategies focus on helping students grapple with the complexities of making ethical energy policy choices in Germany, Norway, Europe, and the U.S.—from a systems perspective that recognizes the interdependence of all systems.



Katie Pratt

MACALESTER COLLEGE

“Visualizing Field Study: The Role of Digital Visual Techniques in Enhancing Field Study Pedagogy and Outcomes”

Going to the field is only just the start. Making sense of the learning that happened there, connecting the experience to desired outcomes, and disseminating lessons are equally important to the actual time spent off campus. Digital visual techniques are a powerful tool in all of these goals. With the ubiquity of mobile devices, it is now easier than ever before to capture visual accounts of the field. But this ubiquity also raises questions about how we “view” field study. When is it appropriate to take photos or video in the field with students? What ethics should we follow? How is visual material collected, stored, and analyzed? Using examples from field trips and field-based research exercises for students, I discuss the pedagogy, technology, and ethics of visualizing field studies.



Mark Griffin Smith

COLORADO COLLEGE

“Case Studies on Location: Taking to the Field in Economics”

How to conceptualize and organize a successful, multi-day field trip organized around a case study problem. By doing so, the instructor exposes students to diverse perspectives and leads them through the process of policy analysis from collecting and organizing information to identifying the relevant economic concepts and applying them in a complex real-world setting.



Lori Stanley

LUTHER COLLEGE

"Reciprocity in Community-Based Study Abroad"

This session will use the Luther College January Term program in Tanzania as a case study for examining the role of guest-host reciprocity in community-based study abroad.

We will consider how the theme of reciprocity is embedded in course goals and integrated throughout the program, beginning with the application process and pre-departure orientation and in many cases continuing long after students and faculty leaders return home. We will examine both the positive aspects and potential pitfalls of incorporating an intentional focus on reciprocity into a field study program. Our goal is to present a model that can be adapted for use in other community-based programs, both at home and abroad, where long-term relationships built on familiarity, trust, and mutuality can lead to enduring collaborations and positive outcomes for guests and hosts alike.



George Vrtis

CARLETON COLLEGE

Connecting the Classroom, Scholarship, and Field Study: A View from Grand Canyon National Park

This session will focus on Carleton College's Wilderness Studies at the Grand Canyon Off-Campus Studies Program and it will address the many pedagogical, research, and

student development opportunities and challenges that have emerged with this program. Among the issues that I will reflect on are the links between the program's field-based learning experiences and the educational goals they seek to elicit, as well as the role these field experiences play in serving larger community engagement/public scholarship objectives. A major aim of this session is to help foster conversation about the importance of field study in cultivating experience, affective development, and community-engaged scholarship.



Carol Wickersham

BELOIT COLLEGE

"Pivot Points and Catalysts: Capturing What is Learned Through Community-based Learning Using Direct Measurements of Cognitive Outcomes"

What do students learn by engaging in academically grounded, community-based learning, and what catalyzes this learning? Using a grounded theory, a faculty/ student research team conducted a content analysis of sample of field notes from student participant-observers in a community-based sociology seminar. Field sites represented a wide variety of demographics and institutional sectors. Each student produced 5 sets of observational reflections per semester. Initial findings reveal patterns of "pivot points" where understanding made significant jump. These pivot points were then analyzed in context to determine the catalyst for these insights. Significant patterns of foundational insights and interconnection between the classroom and field components were noted. This research addresses a perceived need in the literature for direct measurements of cognitive outcomes in community-based pedagogy.

The Office of Field Study



Professor Mario Montañó takes his Southwest Studies class to Santa Fe.

Field study is an integral part of the academic experience at Colorado College. CC faculty utilize the Block Plan in innovative ways to allow students to experience their studies in ways not possible in traditional settings. From studying sustainable economies at local farmer's markets or geology at the Garden of the Gods, to studying the variety of religious traditions of the American Southwest, to taking in the great works at New York City's MOMA, to studying the classics while sailing the Mediterranean, CC classes go far and wide.

The mission of the Office of Field Study is to enable the faculty at Colorado College to teach innovative, unique, and effective field study courses and conduct field-based research through providing logistical and administrative support, as well as faculty training and course development. The office also exists to further the practice of field study courses and expand the definition thereof, and to offer students opportunities to study in the field outside of academic courses.



Drew Cavin, Director
Office of Field Study
Colorado College
drew.cavin@coloradocollege.edu

COLORADO COLLEGE

About Colorado College



COLORADO COLLEGE is a nationally prominent, four-year, private liberal arts college that was founded in Colorado Springs in 1874. The college operates on the innovative Block Plan, in which its approximately 2,000 undergraduate students study one course at a time in intensive 3 1/2-week segments. The college also offers a master of arts in teaching degree.

At Colorado College, our goal is to provide the finest liberal arts education in the country. Drawing upon the adventurous spirit of the Rocky Mountain West, we challenge students to develop those habits of intellect and imagination that will prepare them for learning and leadership throughout their lives.

The result? You can study 19th-century art in Paris, find Jupiter during evening labs in Barnes observatory, or traverse the natural wonders of the Southwest as a field archaeologist. Classes are small, immersive, and highly focused. After each block, students embark on a “block break,” and for four days, they have a choice to relax and do nothing, to climb one of Colorado’s 54 peaks, to take a trip either somewhere exotic or back to their hometowns, or to explore the dynamic sand dunes, forests, and canyons of the Southwest.

Located just north of downtown Colorado Springs, the CC campus is nestled at the intersection of nature’s call and urban sprawl. It’s within three hours of ten ski resorts, and under a day’s drive from seven national parks. The campus itself also extends 30 miles west to the CC cabin and 160 miles west to the Baca campus at the base of the Sangre de Cristo Mountains. Both offer secluded spaces for reflection, contemplation, and discussion.

Discover more at www.coloradocollege.edu.

THANK YOU!



The Associated Colleges of the Midwest has enabled Colorado College to plan and host this 2015 Symposium on Field Study through a generous Faculty Career Enhancement (FaCE) Grant. Colorado College appreciates ACM's leadership and continuing support for this and other collaborative efforts among ACM institutions.

THE
ANDREW W.



The Andrew W. Mellon Foundation generously supports both the Office of Field Studies at Colorado College and this Symposium on Field Study. Colorado College is grateful for the Foundation's contributions to this college and this event, and for its ongoing efforts to advance liberal arts education.

COLORADO
COLLEGE

DEAN'S OFFICE



