

Course Proposal

FP 302 Group Field Period: The Bindings of History, Culture and Geography of England, Ireland and Wales

COURSE DESCRIPTION:

The Bindings and Complexities of England, Ireland and Wales is a group exploratory field period which focuses on the bindings of history, culture and geography between England and Ireland as well as the complexities that separated them as seen through a) spectacular landscapes that knights and nobility spent centuries battling for, b) turreted castles where ties were broken and kingdoms were defended, c) medieval churches that were so important to the Irish War of Independence, d) Dublin where blood was spilt by the occupying English, e) Snowdonia National Park in Ireland and Wales, just to name a few. Students will learn about the history, culture, architecture and political significance of each site/event and will document their experience and learning through individual blogs, pictures and structured reflections based around Kolb's Model of Learning (Appendix B) as they engage with the local communities and sights.

FIELD PERIOD INSTRUCTOR:

Dr. Denise Love
Education Division
Strong Hall #107
dlove@keuka.edu

COURSE GOALS AND OBJECTIVES: Outcomes for this course align with the outcomes for Keuka College Essential Learning (E-LEAP) goals.

COURSE GOALS:

- Learn about the culture, history and geography of England, Ireland and Wales through sites seen throughout these countries.
- Students will understand the mandatory requirement of attendance at preparatory seminars prior to departure. As well as the requirement as a whole group in semi-structured debriefing sessions held during the days of visiting a specific city/country.
- Students will know that the creation of their Field Period Learning contract will be developed through the establishment of their own individual goals and a cover letter.

COURSE OBJECTIVES:

- A. Students will be required to attend the preparatory seminars prior to departure. These seminars will serve as means for establishing some common foundational knowledge about the regions and will include sessions on travel etiquette.
- B. Students will participate as a whole group in semi-structured debriefing sessions held during the last day of visiting a specific city/country.
- C. Students will create a Field Period Learning contract establishing individual goals as well as a cover letter.
- D. Using their blogs and photographic collections, students will demonstrate their learning of the cultural, historical, and geographical bindings and the complexities that separate these countries.
- E. Students will demonstrate an ability to function in and interact with foreign cultures and communities as part of global citizenship.
- F. Students will show an understanding of key cultural, historical and geographical bindings as well as the complexities that separated each country through journaling based on Kolb's Model of Learning (Appendix A & B).
- G. Students will share an understanding about the differences in their own cultural, historical and geographical heritage of England and Ireland through debriefing discussions and reflective journaling (Appendix A & B).
- H. Students will plan, develop, and showcase a public group presentation about what they learned during the Field Period for the Keuka College community.

CORRESPONDING E-LEAP GOALS:

(1) Experiential Learning

Students will develop the lifelong competency to learn from experience.

(2) Knowledge of Human Cultures and the Physical and Natural World

a. Community and Society

i. Students will demonstrate an understanding of the nature and functioning of social structures, institutions and processes.

b. Cultural Contexts

ii. Students will demonstrate an understanding of their own cultural contexts and heritage, as well as cultural contexts beyond their own.

c. Self and Individual

iii. Students will demonstrate knowledge that enhances their ability to understand themselves and others as individuals and to act with autonomy as well as responsibility in the world.

(3) Intellectual and Practical Skills

Students will engage in Creative and Critical Thinking, and Problem Solving, as well as Ethical Reasoning and Action.

ASSIGNMENTS:

1. Seminar participation

Students will be required to attend the preparatory seminars prior to departure. These seminars will serve as means for establishing some common foundational knowledge about the regions and will include sessions on travel etiquette. (meets objectives c, d)

Date

Topics Discussed

May 2014

Interest session

Sept 2014

Itinerary, (guest speakers:

Tara Bloom – Legalities for International Travel –

Passport and Money) - Fundraising

Oct 2014

Get Acquainted Meeting - Fundraising

Nov 2014	Creation of FP Learning contract establishing individual goals and Cover letter; Luggage, etc.
Dec 2014	Fundraising
Feb 2015	Fundraising
Mar 2015	Information session Ireland Themed Workshop (history, geography, culture, politics)
Mar 2015	Information session North Wales Themed Workshop (history, geography, culture, politics)
Apr 2015	Information session England Themed Workshop (history, geography, culture, politics)
Apr 2015	Review of all themed workshops' session
May 2015	Travel information session
May 2015	Final information session

2. **Debriefing sessions during the field period**

Students will participate as a whole group in semi-structured debriefing sessions held during the last day of visiting a specific city and/or country. These debriefing sessions will help the Field Period participants formulate the results of their observations and their opportunities for interactions with local communities, as well as process daily events and activities based on the Kolb Model of Learning (Appendix B). Then, each debriefing session will culminate with students reflecting on assigned questions (see attached reflection sheet) modeled after Keuka College Experiential Learning and Field Period handbook, including Kolb's Model of Learning (Appendix A & B). (meets objectives b,d)

3. **Reflective journals**

Students will use any downtime during the Field Period for daily individual journal writing that will allow them to make self-discoveries, affirm or adjust their daily goals in accordance with their individual field period learning contracts. The cycle of Kolb's Model of Learning will be emphasized during reflective journaling (Appendix B).

4. Online Blog

Students will be asked to document their travel experiences through the creation of a blog documenting their travels through written reflections and photographic evidence using the following online environments of the following type: www.blogspot.com.

The online blog will allow students' home communities to be informed about what the students are doing and learning throughout their field period. The blog will also serve as a source of information to use in the summary field period paper. (meets objectives a,b,c,d)

5. Presentation to the Keuka College Community

Students will be responsible for developing, planning, and presenting their experiences and photographic portfolios in a campus wide event for the Keuka College community. (meets objectives a,b,c,d,e)

REQUIRED MATERIALS:

- Hardbound Diary for Journaling
- Camera
- Laptops

REQUIRED TEXT:

Reading resources related to each country's history and culture will be provided during the seminars.

ITINERARY:

DATE	Destination/Activity/Topic	Assignment
May 27 Day 1 Fly to Ireland	Depart from Rochester Arrive at JFK Arrive in Shannon	Begin website posting
May 28 Day 2 SHANNON/ KILLARNEY	Arrive in Shannon/Killarney Emerald Isle – the greens are greener and the history is rich and full. Meet Tour Director and travel to Killarney (church of sloes) Spend the night here free time to explore in town	Journals Blogs
May 29 Day 3 KILLARNEY	Sightseeing tour of Killarney including the Ring of Kerry, Ireland's famed mystical beauty whose route wraps around the Iveragh Peninsula. Experience everything from the Old Monastery to unspoilt beaches to Killarney National Park. Magnificent views of the Atlantic ocean and the placid Lakes of Killarney will be seen. Pass by the misty peaks of Macgillicuddy's Reeks whose range reaches its zenith at Carrauntoohil, Ireland's tallest mountain. Bog Village: A winner of the National Heritage Award where you will wander through a recreation of an Irish village from the early 1800s as costumed guests demonstrate the way of life that prevailed in 19 th century rural Ireland.	Journals Blogs Small group debriefing session on Killarney's history, culture and geography
May 30 Day 4 KILLARNEY/ DUBLIN	Blarney Castel: This medieval fortification includes the Blarney Stone where once kissed is said to grant the gift of eloquence. Rock of Cashel: The Rock of Cashel, the former seat of the Kings of Munster, is home to a stunning array of medieval architecture where Cormac's Chapel and the Round Tower can also be seen. Travel to Dublin: The largest city in Ireland where upon arrival we will have a traditional stew dinner.	Journals Blogs Whole group debriefing session on Killarney's history, culture and geography
May 31 Day 5 DUBLIN	Sightseeing tour of Dublin: We will experience Ireland's capital, scenically situated between Dun Laoghaire and Howth Head's rocky peaks. We will pass by Phoenix Park and the presidential residence before continuing to O'Connell Street. See the colorful doors you see lining these streets. Trinity college: Playwright Samuel Beckett and satirist Jonathan Swift studied at Trinity College. In the Old Library we will view the	Journals Blogs Whole group debriefing session on Dublin's history, culture and geography

	<p>Book of Kells. Irish monks created this calligraphic manuscript more than 1,000 years ago.</p> <p>St. Patrick's Cathedral: Explore the Gothic arches and spires of St Patrick's Cathedral whose presence honors the patron saint of Ireland.</p> <p>Irish evening: Celebrate the evening with authentic Irish music and a hearty Irish meal.</p>	
<p>June 1 Day 6</p> <p>DUBLIN/ NORTH WALES</p>	<p>Welsh Castel: Take a ferry ride to Holyhead, where you will visit either Beaumaris Castel or Conwy Castle.</p> <p>Continue through Snowdonia: Tonight we will travel across the lush greenery and icy blue lakes of Snowdonia National Park.</p>	<p>Journals Blogs Whole group debriefing session on North Wales history, culture and geography</p>
<p>June 2 Day 7</p> <p>STRATFOR/ OXFORD/ LONDON</p>	<p>Stratford-upon-Avon: Tour the half-timbered house that is Shakespeare's birthplace and continue on to Anne Hathaway's Cottage, a picturesque farmhouse where the Bard's wife spent her childhood. The cottage grounds include a classic English garden that boasts a variety of colorful flowers.</p> <p>Oxford: Explore the world's oldest university town and lake in the spired city that generations of great thinkers called home. Centuries old Oxford is the alma mater for many notable figures, including British prime ministers Tony Blair and Margaret Thatcher.</p> <p>Travel to London: Spend the night here</p>	<p>Journals Blogs</p>
<p>June 3 Day 8</p> <p>LONDON</p>	<p>Sightseeing tour of London: From Big Ben to the Houses of Parliament, Great Britain's royal tradition and rich history is everywhere. The city's architectural marvels such as the Baroque domes and spires of St Paul's cathedral, the 17th century church designed by Sir Christopher Wren will be seen as well as the lively five-way intersection at Piccadilly Circus and the urban greenery of Hyde Park. View the ceremonial changing of the Guard and a tour beside the River Thames and Tower of London.</p> <p>Windsor Castle: At this former fortress, we will see priceless objects in the State Apartments, paintings by Rubens and Holbein. We will encounter the Gothic splendor of St George's Chapel and the final resting place of monarchs like Henry VIII and Charles I. We will look into the miniature world of Queen Mary's Dolls' House where castle items are replicated in 1/12th scale – including a working lighting system and functional plumbing.</p>	<p>Journals Blogs Smallf group debriefing session on London's history, culture and geography</p>
<p>June 4 Day 9</p> <p>STONEHENGE and BATH</p>	<p>Stonehenge and Bath: Discover the United Kingdom's most mysterious landmark on your visit to Stonehenge. This configuration of massive boulders seems to rise out of nowhere on the misty hills of Wiltshire. Before returning to London, we will visit the acclaimed Roman baths built by the Romans in the 1st century to enjoy the hot springs. These baths remain the finest Roman ruins in Britain.</p>	<p>Journals Blogs Small group debriefing session on Stonehenge and Bath's history, culture and geography</p>

June 5 Day 10 LONDON	LONDON: Browse new and vintage wares at Notting Hill's Portobello Market and relax in one of the many green spaces the city has or get lost in the Tate Modern's stunning collections of contemporary art.	
June 6 Day 11	Guided sightseeing of Westminster Abbey and the British Museum. Thames River Dinner Cruise Pack to go home and final debriefing	Journals Blogs FINAL - Whole group debriefing session on London's history, culture and geography Work on Summary Paper
USA	Depart England for the USA Arrive at JFK Depart JFK for Rochester Arrive in Rochester	

APPENDIX A: Reflection

Reflection questions to answer during each debriefing session:

(What happened?)

- Describe the people you have encountered in this country in terms of diversity. Please think about ethnicity, culture, gender, sexual orientation, physical and mental disabilities, socio-economic background, and class.
- Is this mix of people what you are used to? If it is different, how so? How does this difference make you feel? If it is similar to what you are used to, why do you think that is?
- Describe any patterns in people's behaviors in specific contexts that are strikingly different from what you are used to? (Example: waiting in lines, restaurant etiquette, eye contact on the street, etc.)
- How do people dress in this country? How would you characterize the food?
- If you had a chance to interact with locals, what did you discover? How did you overcome the language barrier?
- In regards to diversity, how does this experience relate to previous experiences you have had?
- How have your classes helped you to prepare for some of these situations?
- How has your understanding or feeling about diversity and culture outside of US changed based on this experience?
- What can you take away from the events that happened in this country? Was there any event that made you think that if you could go back and relive it, you would act differently? Why?

(So what?)

- Why was this experience important? What is the significance of it to you as a student,
as a future professional, and as a citizen and member of a community?

(Now What?)

- How are you different because of the experience: Based on this experience, how would you view (or behave in) a future situation? Think of a new concrete experience in which you can put the new learning directly to use.

Reflection and Analysis of experience related specifically to the history and culture of Italy and its sites:

- Reflect on the differences between the Irish and English history and culture and the history and culture of the US you were able to observe and notice. What similarities and differences did you notice? Explain some of the key historical events and their complexities that bind Ireland and England based on these similarities and differences.
- Based on your observation of specific sites, such as Blarney Castle, St Patrick's Cathedral, Snowdonia National Park, Shakespeare's birthplace, Houses of Parliament, Buckingham Palace, Westminster Abbey and other sites, analyze the unique feature and historical fact of each. Explain the historical and political significance of these sites/events related to the historical bindings of both Ireland and England. How did these sites/events help develop Ireland and England's social structures, institutions and processes?
- While interacting with the culture of Ireland and England, what differences did you notice between the US and these countries? Even though English is spoken, did you ever run into misunderstandings during your interactions? Were they language based or culture based? How did you resolve them? Provide examples.
- Reflect on how this experience has led you to a deeper understanding of yourself and others as individuals. Analyze ways that this experience has led you to consider other global initiatives around the world.
- Based on the pre-departure meetings that pertained to each individual city, Dublin, Killarney, Wales, and London reflect on your learning about each city prior to departure and compare this to what was actually learned while in each city. Analyze this learning in a narrative writing but through the lens of a KWL chart: what you knew prior to departure, what you wanted to know beyond the pre-departure meetings, and what you learned while you visited each individual city.

APPENDIX B: Kolb's Model of Learning

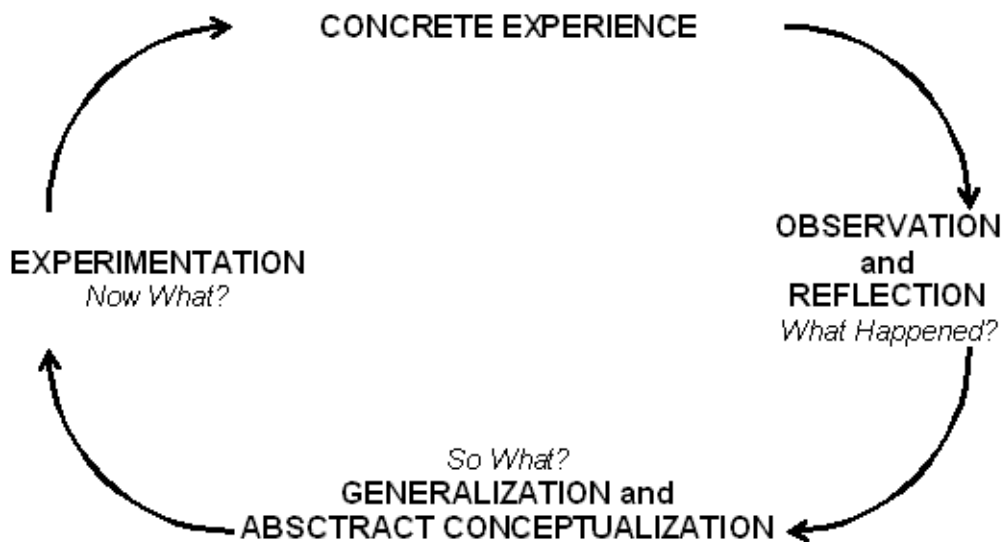
Kolb

Without a doubt the most influential scholar to study experiential education has been David Kolb (1984). Kolb's experiential learning cycle model (see Fig. 1) has become the basic conceptual model for understanding the methodology. It begins with a concrete experience, followed with observation and reflection. The third step is abstract conceptualization and generalization, a synthesis of the most recent experience with previous knowledge, experiences and feelings. The final step before the cycle begins to repeat itself is experimentation in which the learner tries and evaluates the new concepts or values. See below for a more in depth description of each of the steps.

Project Adventure has developed a very useful and understandable shorthand version of Kolb's three post-experience steps (Schoel, Prouty, & Radcliffe, 1988). For the observation and reflection step they ask "What Happened?" The abstract conceptualization and generalization step is shortened to "So What?" And the experimentation becomes the question "Now What?" This becomes an easy way for either a teacher or facilitator and the learner to remember and understand the cycle. These questions can be excellent ways to learn from all kinds of experiences and to journal and to summarize or evaluate these experiences.

Using the cycle, Kolb has also extensively studied how individuals prefer and tend to use one of the four steps as a learning style. There is not space here for discussion of this aspect of his work; more information is available in Kolb (1984).

Figure 9: Kolb's experiential learning cycle model.



Concrete Experience

A very wide definition is used for concrete experience. Concrete experience could include events ranging from a single initiative (or game) as part of a class to a full semester Field Period. It might mean a single game or a whole season in an athlete's career. While generally it will mean an event that just occurred, it could also mean an event which took place years ago.

Observation and Reflection

To truly learn from experience you must first use your senses to collect observations (on the action, environment, personnel, etc.) from the event. These observations are critical because they become the data upon which the experience will be analyzed. These observations are generally objective – just the facts. Thus Project Adventure called this the “What Happened?” step.

You must also take the time to reflect or to contemplate the observations. Reflection can emphasize in solo meditation, writing, in talking with a peer or friend, or in a group debrief. Reflection becomes more subjective and leads without any clear boundaries to the next step of abstract concepts and generalizations.

Like any data, observation and reflection need to be recorded. This can be done in journals, as homework, or in formal papers. Talking about your observations and reflections in shared discussion with classmates, roommates, teammates, co-workers, or friends can also enhance learning.

Abstract Concepts and Generalizations

It is important that your learning from experience does not stop at reflection (like it does in too many schools and programs). After reflection, as an inductive exercise, you must also attempt to draw conclusions, principles, or theories—Kolb’s “abstract concepts and generalization.” Of course, you are not a blank slate. You also have previous experiences as well as learning from classes (and the rest of your life), upon which this most recent experience is overlaid. These theories and principles that are already part of your knowledge base are tested and changed, validated, or reflected. This step is then really a synthesis in which you assimilate the learning from the experience into current knowledge. It is also important to realize that learning is not just cognitive. Skills and values are also developed, tested, and /or assimilated.

To use Project Adventure’s terminology, this is the “So What?” stage. Why was experience important? What is the significance of it to you as a student, as a future professional, and as a citizen and member of a community?

Like the observation and reflection stage it is important that this synthesis is recorded, whether in a journal, as a homework assignment, or as a formal paper. Synthesis is also enhanced by meditation, discussion between you and fellow participants of the experience, and group debriefs.

Experimentation

The final step of Kolb’s model is experimentation. In this stage you consider then test implications of the new concepts. This can also include an assessment or evaluation component. Are your new concepts, values, or skills correct or better? When you test them do they work? Project Adventure calls this the “Now What?” stage. How are you different because of the experience? Based on this experience, how would you view (or behave in) a future situation? This state is followed by a new concrete experience in which you can put the new learning directly to use.

Retrieved from the 2012-2013 *Experiential Learning & Field Period Handbook* (pages 24-26).

Appendix C: Trip Requirements

Tour Information

Group Leader: Denise Love
Tour Number: 1566520AZ
Tour Name: The British Isles: England, Ireland & Wales
Tour Provider: College Study Tours
Departure Date: Wednesday, May 27, 2015
Return Date: Saturday, Jun 06, 2015
Number of Days: 11
Departure City: Rochester
Ratio: 6

Total price:

\$4270 for Students - \$380 per month
\$4,570 for Adults - \$407 per month

Tour Itinerary: Detailed Itinerary within syllabus

- Explains day of each activity so a better sense of contact hours with students is seen

Insurance Details: will use plan from Stork Insurance through Keuka College

- Emergency contact information will be given to Experiential Learning
· **EF Enrollment:** (go to: efcollegestudytours.com/enroll -Tour number : 1566520AZ.

Appendix D: Guarantee of Deposit Refund

March, 2014

Denise Love
Keuka College
PO Box 98
Keuka Park , NY

14478-0098

Dear Prof. Love,

The Global Classroom awaits the arrival of you and your students! We at EF are excited to be involved in your upcoming travel arrangements. With over 40 years as the leader in educational travel, and known for providing the best value in the business, we feel uniquely qualified to provide your students with the international learning experience of a lifetime.

In keeping with our standards of excellent customer service, we want to offer your students a way to take advantage of our current pricing. EF hereby guarantees that if your tour is not approved by the administration of Keuka College by May 15th, 2014, then we will refund all payments and deposits

committed. If you do not receive approval, we must be notified by end of day on May 15th. After the 15th, EF's Standard Cancellation Policy will apply.

Please contact me at 617-619-2386 with any further questions you may have. I look forward to providing your group with EF's hallmark product: an unforgettable and rewarding educational travel experience!

Sincerely,

Cameron Broderick
Tour Consultant
EF College Study Tours

Appendix E: Budget

No college resources will be needed. The overall cost will depend on how many students and/or chaperones plan to go.

The cost per person for the trip is:

Total price

Price details ¹

Program Price ²	\$4270
Early Enrollment Discount [^]	-\$150
Weekend Supplement	\$35
Windsor	\$88
Irish Evening	\$70
Peace of Mind	Free

	Monthly Total	
For Travelers under the age of 30	\$380	\$4270
Twin Room Supplement (Required)		\$270
For Travelers age 30 and older	\$407	\$4570