Domestic Study Tours: Much More than a Local Field Trip

Diann Moorman Dr.
University of Georgia, dmoorman@fcs.uga.edu

John William Daniel
jdaniel3@uga.edu

Follow this and additional works at: http://digitalcommons.georgiasouthern.edu/sotlcommons

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation
Moorman, Diann Dr. and Daniel, John William, "Domestic Study Tours: Much More than a Local Field Trip" (2014). SoTL Commons Conference. 68.
http://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2014/68

This presentation (open access) is brought to you for free and open access by the Programs and Conferences at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Domestic Study Tours

More Than Your Average Field Trip
Study tours are often reported to cause permanent changes in the brain, including increased perception and sensory awareness.

They are known to be habit-forming and may result in a life-long addiction to travel, adventure, global exploration, and experiential learning.
What is a study tour?

* A travel experience with specific learning goals.
* Study tours emphasize experiential learning and offer both group and self-directed activities that enable learners to:
  * Experience new cultures,
  * Understand and connect with new people
  * Apply knowledge from the classroom in the field, and apply knowledge from the field back to the classroom
* *note: most research is on International Study Tours*
Domestic Study Tours

* Do they provide similar educational opportunities and benefits?
* Do students/parents see them as field trips?
* Do faculty value them considering the amount of work that goes into preparing one?
* What do the host agencies “get” from the study tour?
Family and Consumer Sciences
Study Tours

* Ghana ($3200)
* Costa Rica ($3125)
* China ($2500)
* Australia ($2995)
* London ($6000)
* New York ($1850)
* And.....Washington D.C.
* Accepted students take a semester long academic course that culminates with a weeklong study and networking experience, which will give students a great opportunity to come into contact with what the business world is like in a large city.

* In the end, our goal is that students will gain more insight into the importance of culture and gain an understanding of the variety of career opportunities in and around DC.
Eleven Benjamins....
5 week course during first short session
  * Counts as 2 classes for a total of 6 credits
* Students meet strict requirements:
  * 3.0 GPA
  * Course preps (Consumer Econ, Consumer Policy)
  * Application/letters of recommendation
  * $1,100 covers most costs
Prior to D.C.

* **10 days on campus preparing**
  * Studying D.C., places & agencies we will visit
  * Student groups present on one of the above
  * Students contact their representative to set up appointment to meet while in D.C.
* Students dress in business attire every day
* Class meets 4-5 hours each day
* Visited by etiquette specialist
7 days in Washington D.C area
Scavenger Hunt….using the Metro
White House, Pentagon, Supreme Court, Library of Congress, CPSC, Federal Reserve, FBI, Department of Agriculture, HUD, World Bank, Arlington Cemetery, Capitol
@ Capitol they must take a meeting with Congressman/woman
Take selfie!
Return from D.C.

* 10 days on campus decompressing!
* Meet 4-5 hours a day
* Professional dress
* Apply D.C. knowledge to current policies of interest to consumers (Min wage, PPACA)
* Policy debate: they become members of Congress and debate an issue in front of an invited audience
SoTL Faculty Desired Learning Objectives

* Increase knowledge of consumer policy
* Apply classroom content in new context
* Expand cultural awareness
* Increase appropriate social/networking skills
Study Purpose “What is”

* Given that student dollars are spent on the study tour, the overarching goal was to determine if, based on student/faculty/host input, this *domestic* study tour should continue to be offered during the summer.

* Sought to determine if specific learning outcomes are being met. Does it need designed?

* Describe the students, and ask if student funds being well spent on educational study tour?
Methodology =

* Project Design:
  * Study Tour

* Evidence of Learning:
  * Pre/Post Exams, debates, daily logs, surveys

* How is evidence analyzed:
  * Qualitative and Quantitative analysis

* *From Nancy Chick 3/27/2014*
Qualitative Data Analysis (QDA)

* is the range of processes and procedures whereby we move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating.
* Writing involves writing about the data and what you find there. It may be some form of summary of the data, which usually contains some analytic ideas.

* Looking for themes involves coding. This is the identification of passages of text and applying labels to them that indicate they are examples of some common idea.
* Analysis where data from different settings or groups at the same point in time or from the same settings or groups over a period of time are analyzed to identify similarities and differences.
Our Process

Read through all the responses

Establish categories from the responses

Refine the categories - merge similar ones, delete redundant ones

Final categories emerge

Can every response be assigned to a category?
  Yes

Cross-Category Analysis - Concentrate upon the relationship between the categories

The Big Picture - explain the contents of each category in relation to the others

Present your (time and context-bound) theory
Qualitative data from the study tour collected in many different nonnumeric forms.

- Daily logs
- Interview transcript (collected during time with their congressman/woman)
- Field notes (notes taken in the field while we were meeting with agencies)
- Video (their post-D.C. debate)
- Images (uploaded to our home page)
- Documents (reports, meeting minutes, e-mails)
Specific Evidence of SoTL from Current Study Data

* From pre-D.C. knowledge survey/exams
* From daily logs completed by students and faculty during the study tours completed during summer 2008, 2010, 2013
* From post-D.C. knowledge survey/exams
* From end of the semester course evaluations
<table>
<thead>
<tr>
<th>Demographics</th>
<th>2008</th>
<th>2010</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>72%</td>
<td>63%</td>
<td>55%</td>
</tr>
<tr>
<td>Female</td>
<td>28%</td>
<td>37%</td>
<td>45%</td>
</tr>
<tr>
<td>Grade level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jr</td>
<td>42%</td>
<td>61%</td>
<td>47%</td>
</tr>
<tr>
<td>Sr</td>
<td>58%</td>
<td>39%</td>
<td>53%</td>
</tr>
<tr>
<td>Marital status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>3%</td>
<td>8%</td>
<td>14%</td>
</tr>
<tr>
<td>Single</td>
<td>97%</td>
<td>92%</td>
<td>86%</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>77%</td>
<td>47%</td>
<td>37%</td>
</tr>
<tr>
<td>White</td>
<td>23%</td>
<td>41%</td>
<td>53%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCS</td>
<td>81%</td>
<td>84%</td>
<td>81%</td>
</tr>
<tr>
<td>Other</td>
<td>19%</td>
<td>16%</td>
<td>19%</td>
</tr>
</tbody>
</table>
### Teaching method
- Student athlete focused
- Generally males

### Intervention
- Recruited from other departments
- Child development, food science

### Result
- More diverse population
- Logs, behavioral issues improved
SoTL Faculty Desired Learning Objectives

- Increase knowledge of consumer policy
- Apply classroom content in new context
- Expand cultural awareness
- Increase appropriate social/networking skills
Students > Activities > Themes

- Group work appreciation
- Cultural awareness
- Social skills
- Sense of independence
- Increased knowledge
- Apply content
Increase Policy Knowledge

* Pre-test
* Post-test
* Exam scores increased significantly between pre-test and post-test in room 2013.
Log Mentioned Themes

[Bar chart showing data for Culture, Network, Group work, and Apply for the years 2008, 2010, and 2013]
The study tour was redesigned to raise awareness and help break down barriers. Participants benefited from seeing D.C. citizens through different eyes.

Students previously rode UGA chartered bus from site to site

Redesigned: students had to ride the metro or walk to sites
* Study tour initially served the needs of a predominately student athlete population. Thus they knew one another fairly well.

* The revised version introduced a more balanced student population; in that, it included both student athletes and non-athletes. These two types typically had very stereotypical views of one another.
Log comments: culture

* This study tour increased my global cultural awareness by interaction with local people
* I gained a deeper understanding of the DC culture through academic work, social activities and cultural visits;
* I was able to relate my classroom learning to the real world cultural situations.
I didn’t realize just how busy some of our athletes are. They are up at 6 am for tutoring, then classes all day. No wonder they sometimes fall asleep.

I am glad to get to know Mike he is the smartest dude in my classes but is still kool.

I would be willing to tutor some of the football players because these guys really seem to want to try to learn.

As a (sic) NFL player I am so hopeful in seeing these kids interact better than I did with my classmates.
Unexpected Log Group Travel Positives

* I felt I got a better value for the whole package than I would have by traveling on my own.

* You don't have to worry about driving in strange territory alone--or when you are tired.

* No worries or hassles about where to stay, how to get there, or even checking in! GW is fabulous!

* I was glad we could rely on professional guide and/or our Professor as an escort or for help and advice.

* I felt that the itineraries were designed to maximize our overall experience. Every day tied into the following day.
* In previous years students would present powerpoint lectures to the class—only.
* Recent years students presented to the class prior to going to DC
* AND they presented a full fledged congressional debate in front of invited guests.
  * Topic was faculty selected; students were assigned roles
I totally loved playing John McCain. The guy was a hero to our country and an important politician.

At first I was angry that I had to play the role of a democrat politician but by having to speak in her voice I can now better understand the issue from the other side’s perspective.
This study tour takes students beyond the safe confines of the UGA classroom out into the swampy relevance of our Nation’s Capitol.

And for approximately one third of the cost of our international study tours the students experience many of the same academic benefits.
Emphasizes that domestic study tours are fiscally responsible appropriate substitute for international study tours for those departments/colleges that are unable to fund/support international study tours; as they offer similar benefits such culture awareness, content mastery, and applied experiential learning.
Future Research

* What do the hosts stand to gain and why should they involve their time and effort in such activities?
Sent from Student 😊