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Experiential Learning Field Trip Teaching Strategy: You Can Do It

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Experiential Learning Field Trip
Teaching Strategy: You Can Do It

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INDIANA UNIVERSITY—PURDUE UNIVERSITY COLUMBUS

MARCH 10, 2011
Agenda

- Overview conceptual foundations
- Present our model and overview the steps
- Give a simulation of the experience
- Debrief the experience
- Review data that supports the value of the activity
- Discuss possibilities for Field Trip application in different fields
Reflective practice allows one to make judgments in complex and murky situations – judgments based on experience and prior knowledge

Merriam and Caffarella (1999)
Reflection is an in-depth consideration of events or situations, the people involved, what they experienced and how they felt about it.

When a practitioner sets a problem, he chooses and names the things that he will notice ... Through complementary acts of naming and framing, the practitioner selects things for attention and organizes them, guided by an appreciation of the situation that gives it coherence and sets a direction for action.

- Schon, (1987)
The practitioner allows himself to experience surprise, puzzlement, or confusion in a situation which he finds uncertain or unique. He reflects on the phenomenon before him, and on the prior understandings which have been implicit in his behaviour. He carries out an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation.

- Donald Schon, 1983
Three Major Assumptions

- Those involved in reflective practice are committed to both problem finding and problem solving as part of the process.
- Reflective practice means making judgments about what actions will be taken in a particular situation.
- Reflective practice results in some form of action, even if the action is a deliberate choice not to change practice.
  - Merriam and Caffarella (1999)
The Learning Experience

- Experiential Learning Field Trip involves visiting an organization to observe the people, processes and technology that enable organizational outcomes.

- The purpose of the experience is to enable the learner to observe, document, reflect on and identify the actions that are enablers of effective or ineffective organizational practice.
1. Define Learning Outcomes

2. Develop Semester Class Plan

3. Teach classes Prior to the Field Trip

4. Conduct the Field Trip

5. Conduct Debrief

6. Grade Papers

7. Conduct Students Field Trip Assessment

8. Teach other classes (continue use of the FT as an example)
## 1. Define Learning Outcomes

<table>
<thead>
<tr>
<th>The Context</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>IUPUC Undergraduate Business Students</td>
<td>To identify problems and develop solutions on firms:</td>
</tr>
<tr>
<td>- upper division</td>
<td>- Organizational Structure</td>
</tr>
<tr>
<td>- major in management</td>
<td>- Organizational Culture</td>
</tr>
<tr>
<td>Undergraduate Organizational Behavior Class</td>
<td>- Organizational Climate</td>
</tr>
<tr>
<td>- W-430- Organizations and Organizational change</td>
<td>- Organizational Change</td>
</tr>
<tr>
<td>- Organizational Structure</td>
<td></td>
</tr>
</tbody>
</table>
2. Develop Semester Class Plan

A. Define Theory
   - Teaching strategies and number of classes

B. Define Field Trip

C. Develop Assessment Strategy
   - Develop Rubric
A. Define Theory

- Based on the learning outcomes

**Organizational Structure**
- Lecture - Book Chapter
- Clickers
- Case Study
- Videos
- Group dynamics

**Organizational Culture and Climate**
- Lecture - Book Chapter
- Clickers
- Case Study
- Videos

**Organizational Change**
- Lecture - Book Chapter
- Clickers
- Simulation
B. Define Field Trip

Based on the learning outcomes
• Compare two different organizations from the same industry, and with similar characteristics
Logistics
• They are close to each other and to the campus
C. Develop Assessment Strategy

Based on the learning outcomes

- We defined an assignment based upon a questionnaire directing students to observe several issues during their visit

- We also developed a Rubric
  - What is the importance of the rubric?
<table>
<thead>
<tr>
<th>Rubric for Field Trip</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Target and Kmart corporation introduction. Possible points: 15</strong></td>
<td></td>
</tr>
<tr>
<td>In four/six paragraphs present a snapshot of the corporations you are comparing. Consider for example aspects of its history, strategy (vision, mission) and etc.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Comparison between Target and Kmart. Possible points: 40</strong></td>
<td></td>
</tr>
<tr>
<td>Build a table comparing both companies presenting the following items: organization structure, process, and climate. Write at least four paragraphs analyzing this information.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Organization Change. Possible points: 40</strong></td>
<td></td>
</tr>
<tr>
<td>Identify in the organization structure, process or climate what is not being effective. Suggest two organizational changes for each company, in order for them to be more successful. Explain why it is necessary this change and what we can expect after the change.</td>
<td></td>
</tr>
<tr>
<td><strong>4. Paper presentation and citation. Possible points: 5</strong></td>
<td></td>
</tr>
<tr>
<td>Introductory and concluding paragraphs. Paper organization and correct citation (MLA or APA).</td>
<td></td>
</tr>
<tr>
<td><strong>Final Grade</strong></td>
<td></td>
</tr>
</tbody>
</table>
The field trip is introduced with the purpose and the objectives.

The organizations that will be visited are introduced to understand its characteristics, and to review the organizations, mission, vision, and values statements.

Students are given a questionnaire to guide their observation, and a rubric to show how they will be evaluated.

Students are given the behavioral expectations while participating in the experience.

- Students are asked to be non-intrusive.
4. Conduct the Field Trip

- To give you a sense of how the preparation, field trip and assessment work, we will walk you through a condensed simulation.
Cashier

ORGANIZATION A

ORGANIZATION B
Store organization

ORGANIZATION A

ORGANIZATION B
Product Display

ORGANIZATION A

ORGANIZATION B
Customer Service

ORGANIZATION A

How may I help you?

ORGANIZATION B

NOBODY TO HELP ME
Return Policy

You may return unused, current merchandise at any time for an even product exchange or for full refund (including any taxes paid and shipping).

Please contact our Customer Service Department regarding returns (812-378-4994).

Please Save Your Receipt!

A receipt dated within 30 days of the original purchase date is required for all refunds and exchanges.

Refunds and exchanges gladly made within 30 days of the original purchase date with the original sales receipt.

Merchandise must be undamaged, unopened, and in its original packaging. Some items are not returnable, including opened CDs, videos, DVDs and software, as well as printed music, soundtracks, and engraved Bibles.

Defective items will be replaced with the same items only. Refunds will not be issued for merchandise returned without a receipt.

Refunds will be based on original payment type.
5. Conduct Debrief

- We will now facilitate a debrief of your learning experience.
1. Define Learning Outcomes

2. Develop Semester Class Plan

3. Teach classes Prior to the Field Trip

4. Conduct the Field Trip

5. Conduct Debrief

6. Grade Papers

7. Conduct Students Field Trip Evaluation

8. Teach other classes (continue use of the FT as an example)
Assessment

To assess student learning we:

- Observe student participation in the activity
- Conduct an in class debrief of the activity
- Evaluate quality of the reflection papers written
- Collect student feedback regarding the activity
**Field trip – Target and K-Mart**

- Help to cement difficult information
- Students interact in a more relaxed environment
- Allow students to escape the routine of the classroom
- Increase motivation for learning
- Provide students with firsthand experience related to the topic or concept being discussed in the program
Student Responses by Category

Class One

n=12

SA: 53.3%
A: 38.3%
U: 3.3%
D: 1.7%
SD: 1.7%
Student Responses By Category

Class Two

- SA: 41.4%
- A: 32.3%
- U: ...
- D: ...
- SD: ...

n=20
Class Comparison Percentile

Class One

Class Two

SA
A
U
D
SD
82.7% of students strongly agreed or agreed that the Field Trip was a favorable learning experience.
Qualitative Assessment

- From all the activities above the one I enjoyed most was:______________________________. Why?
From all the activities above the one I enjoyed most was:

<table>
<thead>
<tr>
<th>Teaching Strategy</th>
<th>SP10 Number of students</th>
<th>%</th>
<th>FA10 Number of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clickers</td>
<td>8</td>
<td>40%</td>
<td>1</td>
<td>8.3%</td>
</tr>
<tr>
<td>Case Study</td>
<td>2</td>
<td>10%</td>
<td>2</td>
<td>16.7%</td>
</tr>
<tr>
<td>Field Trip</td>
<td>9</td>
<td>45%</td>
<td>9</td>
<td>75%</td>
</tr>
<tr>
<td>Not responded</td>
<td>1</td>
<td>0.5%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
<td>12</td>
<td>100%</td>
</tr>
</tbody>
</table>
Selected Student Comments

- It allowed us to broaden our classroom experience and get an on hand-real life feel ...
- It was the closest to a real-world experience that we had for educational experiences
- It allowed a different type of learning where students can experience the difference in the companies ...
- More real life encounters help students understand how theory and classroom learning can be applied.
Our Findings

- Why it works
- What students learn
- When it is challenging
- How to implement in different ways
References

Questions?

If you use the field trip model, please contact us to let us know how you adapted it and how you liked it.

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