Developing a Short-Term International Study Abroad Field Trip

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Introduction

• **Dr. Joe Townsend Leadership Fellows Program**
  • Consists of Exemplary students in the College of Agriculture and Life Sciences
  • 12-20 Students chosen by application and interview
  • ALED 401: Advanced Leadership Development
    • Marries formalized learning in the classroom to informal learning in multiple external contexts

• **Short-Term International Field Trip**
  • Defined as a program lasting five days or less in country (Xie, 2004)
  • Destination: The Hacienda Santa Clara in San Miguel de Allende, Guanajuato, Mexico
Theoretical Framework

Learner-centered teaching and assessment model from Huba and Freed (2000)
Learner-centered Teaching and Assessment Model

1. Formulate statements of intended learning outcomes
2. Develop or select assessment measures
3. Create experiences leading to outcomes
4. Discuss and use assessment results to improve learning
Conclusions and Implications

• Successfully created and added new research on short-term international field trips
• Cost and time efficient
• Lowering the entry barrier for global learning
• Created an impactful learning experience for our students
  • Investigated and analyzed changes in student perception of International Field Trips
  • Observed student development through new and shared cultural experiences
    “Although we were only there for four days, the life lessons we took from the experience was worth more than a semester's memorization in other classes. Not only did we apply leadership theories in the span of this trip, but throughout our whole semester as Fellows.” (A-O)

• Translating the learning experience to your program
  “Words cannot describe how I felt about our trip to Mexico. It was such a life changing experience that I felt incredibly blessed to be a part of. I only hope that future Fellows have such an awesome experience like we did.” (A-M)
Conclusions

• The service-learning project focused on food security made a positive impact in students’ transformational learning of food security

• Food insecurity became less of an abstract concept and more of a lived experience for the students

• There was an increase in passion and personalization of the topic after the service-learning project