Expanding the traditional study abroad destination and experience through travel within an academic context

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Integration: Beyond the Buzzword

1. **Simultaneity:** Among concurrent classes

2. **Sequence:** From one class/term to the next

3. **Spaces:** Between physical and cultural places

4. **Spheres:** Academic / personal / professional
What Integration Is:

The elaboration of connections that are not obvious.

What Integration Is NOT:

The Americanization of the foreign learning and living environment.
Integration via Study Abroad

Example: Carleton College Paris Program

1. Simultaneity: Coordination among classes

2. Spheres I: Meaningful ”Residential Life”

3. Spheres II: Extracurricular tie-ins with courses

4. Spaces: Academic / personal / professional

5. Sequence: Pre-departure → program → re-entry
The Counter-Intuitive Idea: Meta-Study-Abroad

Example: Carleton College Paris Program – Berlin Trip

1. "Mini” Study Abroad Model: Pre-departure, departure, re-entry.

2. Relevant comparative activities (both locations)

3. Discussions during trip: ”unpacking” experiences

4. Built-in re-entry activities so students know What they’re working toward in advance.
One Re-Entry Idea:
Creative Travel Writing

Example: Carleton College and DIS Courses

1. **Narrative**

2. **Point of View**

3. **Research**

4. **Public Presentation**
THE DIS MODEL

Copenhagen as your home, Europe as your classroom

COURSE INTEGRATED STUDY TOURS
Academic Study Tours

• 2 integrated study tours as part of student’s major area of study

• Optional Study Tours

• Faculty Ownership

• Study Tour Department
Study Tours - Our Mission

ACADEMIC
• Integrate Classroom Theory with Experiential Learning
• Create opportunities for comparative study & reflection

INTERCULTURAL
• Create opportunities for students to build on newly gained intercultural understanding & skills

SOCIAL & PERSONAL GROWTH
• Build on principals of cohort learning to facilitate reflection and improved classroom dynamics
DIS Pedagogical Model
Shaping Everything Through Learning Objectives

Overall Mission:
THEORY – PRACTICE - REFLECTION

STUDY TOUR OBJECTIVE

Site Visit/Activity

Site Visit/Activity

Site Visit/Activity

Site Visit/Activity

Site Visit/Activity

Why?

How?
Building a Holistic Study Tour Program

• “Framing” of site visits and activities
• Student Ownership & Participation
• Integration with local people
• Cohort Learning
• Local Culture: Food, Norms, History
• Reflection and Assignments
Example: The European Game of Politics: Crisis & Survival (Brussels)

Study Tour Objectives:

- Providing opportunities to gain a pragmatic understanding of EU decision-making. In other words, learning "how to play the game."

- Engaging in conversation with and learning about both supranational governmental organizations, such as the European Council, Commission and Parliament, as well as smaller governmental and non-governmental bodies, such as permanent representations and lobbyists.

- Experiencing and observing the life, culture and diplomatic environment of two of Europe's most important cities: the political epicenter, Brussels, and the international criminal court capital, The Hague.
A holistic learning process with a Focus on Interaction with People

**THEORY**
- European Politics Classroom Sessions

**PRACTICE**
- Engagement through observation and interviews

**REFLECTION**
- Individual Reflection through report assignment

**COPENHAGEN**
- Presentation of Reports in group setting

**BRUSSELS**
Example: A Sense of Place in European Literature (St. Petersburg)

Study Tour Objectives:

- Gain experience in analyzing the interrelation between place and text in European literature, and examining texts as keys to understanding the history and culture of a place

- Meet a significant modern Russian poet, read and discuss his work.

- Provide opportunities for the students to reflect on the fundamental questions about literature and place raised in the course curriculum

- Meet Russian students from St. Petersburg and learn about the city and its culture through their perspective, cooperating in a shared poetic project, which is published electronically.
A holistic learning process with a Focus on Interaction with a Place

**THEORY**
- European Literature Classroom Sessions

**PRACTICE**
- Engagement and Observation with local peers
- Co-creation of a poetic work

**REFLECTION**
- Individual written reflection assignments

COPENHAGEN  
ST. PETERSBURG  
COPENHAGEN
Ideas, Experiences, Challenges....

• What Experiences have you had integrating a travel component into an academic program?

• How do you make it work?

• What are your main challenges?
THANK YOU!

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