

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



Scott Carpenter (Carleton College)

Ian Samuel Terkildsen (DIS – Danish Institute for Study Abroad)

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

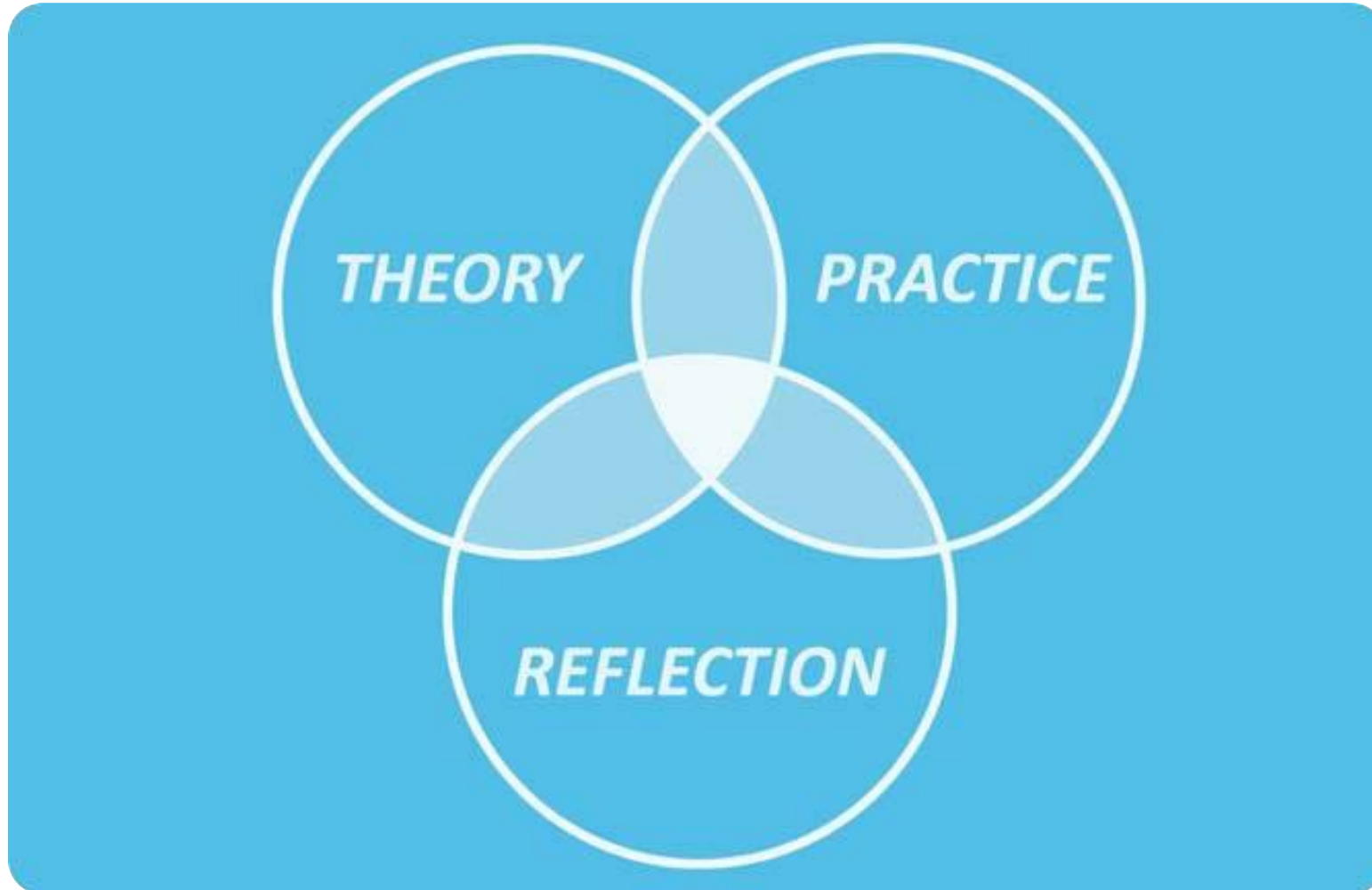
- Create opportunities for students to build on newly gained intercultural understanding & skills

SOCIAL & PERSONAL GROWTH

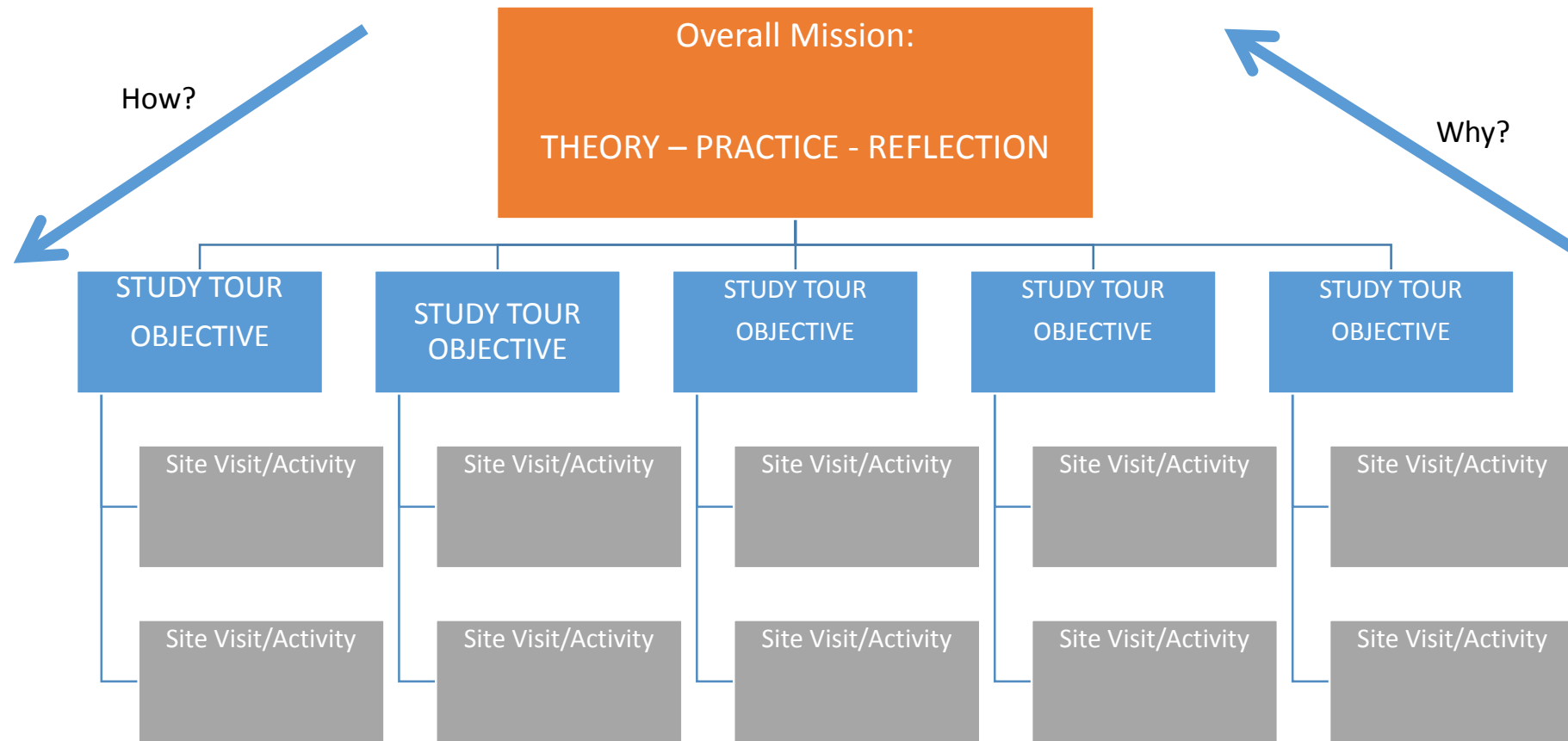
- Build on principals of cohort learning to facilitate reflection and improved classroom dynamics



DIS Pedagogical Model



Shaping Everything Through Learning Objectives



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



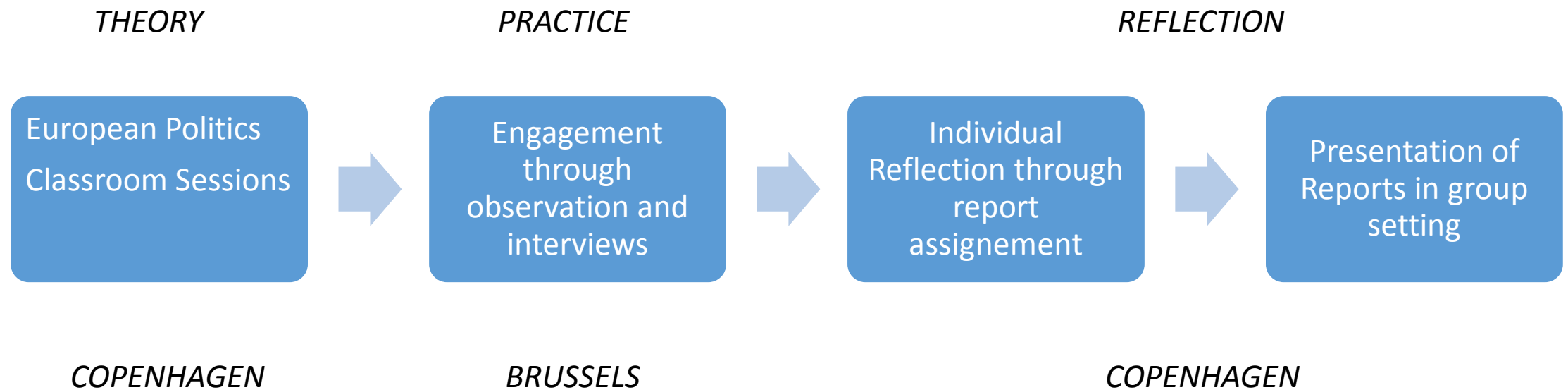
Example: The European Game of Politics: Crisis & Survival (Brussels)



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



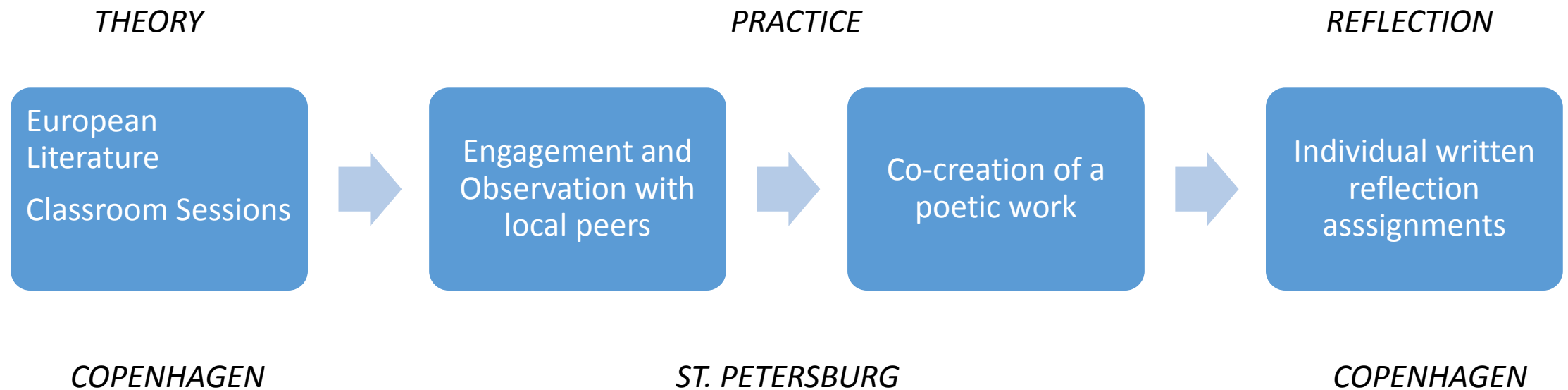
Example: A Sense of Place in European Literature (St. Petersburg)



Study Tour Objectives:

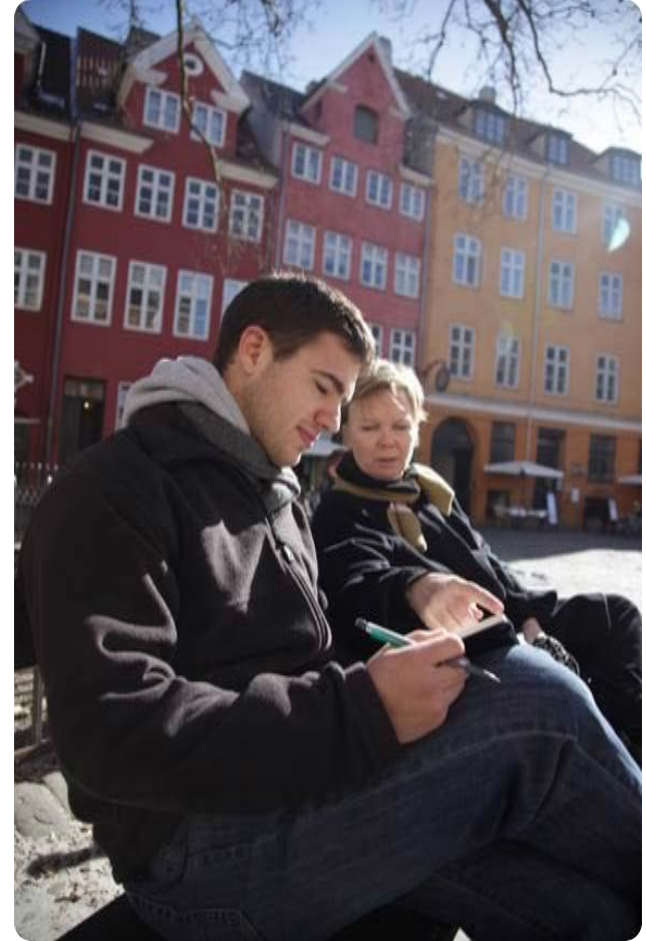
- **Gain experience in analyzing the interrelation between place and text in European literature, and examining texts as keys to understanding the history and culture of a place**
- Meet a significant modern Russian poet, read and discuss his work.
- Provide opportunities for the students to reflect 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



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!

Ian Samuel Terkildsen, DIS

ist@dis.dk

Scott Carpenter, Carleton College

scarpent@carleton.edu

