

DOMINICAN UNIVERSITY of CALIFORNIA

Educational Travel

EDUO 9841 - EDUO 9846 1-6 Graduate-Level Credits/Units

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Course Syllabus

Course Overview:

This Educational Travel program is structured to enable teachers to develop and carry out their own travel study course – whether traveling locally or internationally. Travel becomes both a deeper learning opportunity and an engaging teachable event as they research, view, study and reflect on the locales visited. By using the course assignments as a guide, the experience will expand the teachers' understanding and appreciation of the relevance of the specific site being explored. This approach will enhance the teaching of specific assigned educational standards.

Because this is an Instructor-Coached course, the start time begins on the enrollment date. To begin the process, students will register for at least one semester unit. They will send the instructor a tentative travel itinerary and their areas of study interest. The instructor will collaborate with the student and together they will establish any additional units that they may be able to earn available for the planned travel study trip. If additional units are warranted the student will then enroll for the additional units as agreed upon.

Whenever electronic communication is available and practical, students will share their daily adventures with the instructor and possibly with other travelers who are taking or have taken the travel class.

The fee for this course covers only the cost of the course tuition and one official transcript that will be mailed upon successful course completion and grading. All travel expenses and/or admission fees are the responsibility of the student.

Course Learning Objectives:

- Demonstrate knowledge personally obtained from the travel experience
- Outline how the travel experience expanded teaching resources
- Indicate the pre & post travel research information used to prepare for and to deepen the understanding of the visited sites and cultural area(s)
- Describe how research enhanced the travel experience
- Reflect on the travel experience as a tool for deeper learning and creating future engaging teaching events
- Show how assigned teaching standards were enhanced through the travel experience
- Collaborate and share travel adventures and tips with the instructor or other travelers via the course discussion board

Course Relation to CCS or other Professional Standards:

- ELA-Literacy
- Mathematics
- History/Social Studies, Science, and Technical Subjects

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Submit completed work to the corresponding Module dropboxes in Moodle

Course Assignments

Assignment 1: Collaboration with instructor

Objective(s): Students share, review, collaborate and finalize the plan for their travel and scope of work that will be the basis for the coursework.

Assignment(s): The student will email the instructor his/her planned travel itinerary. The two will then collaborate to determine the number of units to be earned, standards to be addressed, whether any changes or additions need to be made to the itinerary and about resources for research.

- Review all collaboration communications.
- In one page or less, answer the following question: “How beneficial was the collaboration to your educational travel adventure?”
- Email your instructor with subject “[Your First and Last Name] - Travel Plan Collaboration Summary” AND upload to the course DropBox (located in the LMS portal)

Assignment 2: Research

Objective(s): Resources for research can include travel books and articles (Frommers, Rick Steves & others), website travel information about air, train and auto travel, website information about sites and areas to be visited, books, travel blogs, and persons encountered during the travel and any other source that brings information before, during and after the adventure.

Assignment(s): The student will complete and answer the following

- List all of the pre travel exploration
- How effective was your research on:
 - Modes of travel (getting you to and from your destinations)
 - Food specialties & restaurants
 - Specific knowledge about the visited sites
- In order to obtain a local perspective, talk to as many people as possible. Describe your experience with this type of research?
- List all your post travel research
- Email your instructor with subject “[Your First and Last Name] - Research and Finalized Itinerary” AND upload to the course DropBox (located in the LMS portal)

Assignment 3: Travel Log & Log of Hours

Objective(s): The travel log will include documentation of the when, where and how of your travels as well as all forms of research before, during and after the trip. This will also serve to provide the instructor the required log of hours.

Assignment(s): The student will complete and answer the following. Note that the photo journal can be in a document or presentation.

- Attach or scan your Travel Log of hours including a photo essay with images of you when practical at various venues along with brief captions explaining where you are when photographed.
- Prepare a written statement outlining specific knowledge gleaned throughout the entire experience.
- List resources/materials acquired during the trip and include examples when possible
- Email your instructor with subject “[Your First and Last Name] - Photo Journal and Log of Hours” AND upload to the course DropBox (located in the LMS portal)

Assignment 4: Summary and Evaluation

Objective(s): Prepare for an imaginary (or real if possible) address at your teacher association or union state’s convention. **The topic is How Travel can be a Deeper Learning Experience for the Teacher as well as an Engaging Teaching Event for Students**

Assignment(s): The student will use their trip as an example and complete the following and submit the finished document to their instructor.

- Write an introductory statement
- Outline your speech.
- Email your instructor with subject “[Your First and Last Name] - Summary & Evaluation Address” AND upload to the course DropBox (located in the LMS portal)

Educational Travel may be taken multiple times when traveling to different locations. Locations can be either locally or internationally. To take this course subsequent times, enroll in sequential order in EDUO 9841, EDUO 9842, EDUO 9843, EDUO 9844, EDUO 9845 & EDUO 9846. To determine the number of units to enroll for, please determine the number of hours you will be traveling and performing tasks that meet the criteria for hours applied to the course hours. Use the following chart as a guide of the number of hours required for each number of total units. Feel free to email the instructor a draft itinerary and work together to determine the appropriate number of hours and units if you have questions about the appropriate number of units to select when enrolling.

Units Earned	Hours Required
One	30
Two	60
Three	90
Four	120
Five	150
Six	180

Assessment: The Course Assessment Rubric will be used to assess if the module objective(s) were met. Grades and comments will be issued via the LMS

Below is the generic assessment rubric. Use it as is or edit it to cover any additional or specific assignment objectives you will be looking for in submitted work.

Course Assessment Rubric:

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.

Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

- [Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#)
- [Common Core English Language Arts Standards](#)
- [Common Core Mathematics Standards](#)
- [Link to standards for all states](#)