



Enhancing Your Educational Travel Experience - Leader or Chaperone

EDUO 9849, 9874, 9875

2 or 3 Graduate-Level Credits/Units

Instructor – [Jason Varni](#)

Course Syllabus

Course Overview:

As a travel group leader, you can make the most out of your educational travel experience while traveling with an **organized educational travel company**. You will be able to earn Professional Development credit by fully participating in your travel group trip, documenting the experience and connecting your experience to your teaching setting. This course can be taken up to three times as 9849, 9874 and 9875.

Course Objectives:

In this course participants will have opportunity:

- 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 and other educators.
- Create a detailed lesson plan and implement course-related lesson in the classroom (three-unit option).

Registration Requirements:

A. Register for the trip:

- 1) **Before** enrolling in this course you **must first register** for the trip through your sponsoring educational travel company.

**NOTE: It is highly recommended that you receive prior approval from your district before enrolling.*

Course Relation to Professional Standards

- CSTP Standard 1.2: Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.
- CSTP Standard 1.3: Connecting subject matter to meaningful, real-life contexts
- CSTP Standard 6.2: Establishing professional goals and engaging in continuous and purposeful professional growth and development.
- SQPLS* Element C: Quality professional learning is a part of a seamless system that provides increasingly more complex opportunities for educators to learn and practice skills that advance expertise throughout their careers, and that makes leadership roles available as educators progress.

* Superintendent's Quality Professional Learning Standards.

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 in which Moodle Dropbox to place completed work. 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 2-5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading rubrics for written projects and for presentation projects are found in this document.

I. Assignments for 2 Graduate Credits/Units:

- A. Attend all pre, during and post trip sessions.
- B. Complete all trip planning and leader/chaperone requirements, including pre during and post trip responsibilities.
- C. Write a brief description of each site visited and your responsibilities. Tell how you personally contributed to the success of the trip. Cover the following topics:
 - How did this experience enhance your teaching? In particular, explain how this experience aligned with your specific subject area or education standard (e.g., Common Cores, Next Generation Science Standard, Social Studies Standard, STEM/STEAM, etc.), or role as a professional educator?
 - What would have made this trip experience more valuable to me?
 - Choose three of the sites you visited that had the most educational value, and explain why.
 - Include photos with a brief description where applicable.
 - Share the information learned during your trip with your peers and ask for their feedback.

II. Assignments for 3 Graduate Credits/Units: In addition to number I above, do “A” and either “B” or “C” below.

- A. Select at least 3 specific sites you visited and write a detailed lesson plan for each site as if you were going to use what you learned in your educational setting. Indicate in your lesson plans where there is alignment with the Common Core, State or District standards.
- B. Choose one of the lessons from “A” above and teach the lesson. Then, write a 1-2 page summary and evaluation of your lesson. Tell about the successes and, what if any, changes you would make if you decided to use the lesson again. Obtain the signature of an administrator after teaching the lesson.
- C. Present what you learned from your trip experience and how it contributed to your teaching and student learning to either:
- Staff training
 - A faculty presentation
 - Department sharing
 - Other
- D. Write a summary and evaluation of your presentation (1-2 pages). Obtain the signature of an administrator after your presentation.

Course Assessment Rubric

| Exemplary: A+ to A- | Acceptable: B+ to B- | Must Be Resubmitted |
|---|---|---|
| The knowledge personally obtained from the travel experience is demonstrated clearly and completely. | The knowledge personally obtained from the travel experience is demonstrated adequately. | The knowledge personally obtained from the travel experience is neither clearly explained nor relevant. |
| The teaching resources obtained from the travel experience are thoroughly explained and well organized. | The teaching resources obtained from the travel experience are explained and are organized. | The teaching resources obtained from the travel experience are not organized and are poorly explained. |
| An exemplary explanation of how the research enhanced the travel experience is presented. | Some facts and specific details of the research are included. | Few or no facts or special details of the research are included. |
| Quality examples of teaching standards being obtained through the travel experience. | Examples of teaching standards being obtained through the travel experience are given. | Unsatisfactory or no examples of teaching standards being obtained through the travel experience. |
| Free of spelling and/or grammatical errors. | Writing contains some spelling and/or grammatical errors. | Numerous spelling and/or grammatical errors; Difficult to read |