

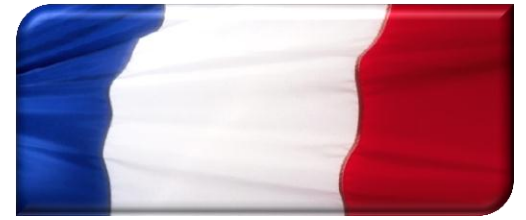
# Creating a Custom Student Text for Study Abroad

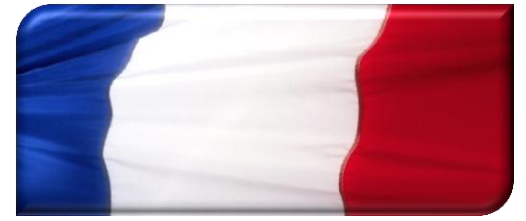


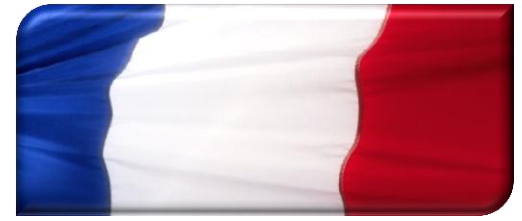
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Richard A. Gair  
Professor of Holocaust  
Studies  
Valencia College, East  
Campus

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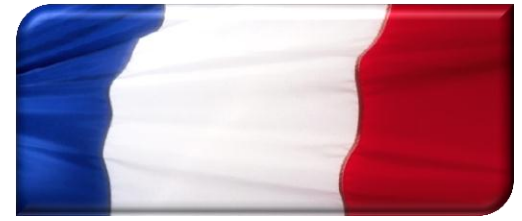






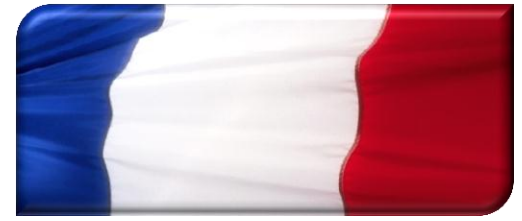
# Workshop Learning Outcomes

- To design an interactive textbook that will be tailored to your course content.
- To create an interactive text-activity book electronically.
- To create a learning project that reflects authentic learning.
- To create a lifelong personal record of each student's experience that will be a memento.



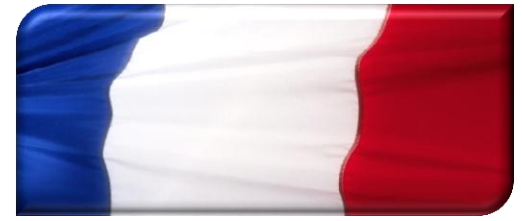
## Customization

- Book custom made to follow YOUR itinerary.
- Tailored to your specific needs.
- Tailored to your course LO's.
- Follows the curriculum.
- Can be updated and revised yearly.



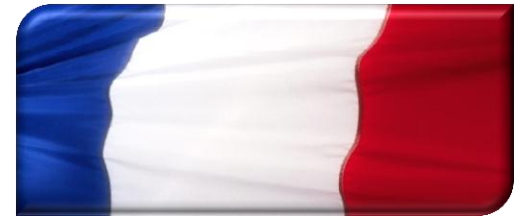
## Pre Trip

- Students submit one page bio and picture
- Introduction of the book is a section: Meet Your Travel Partners
- Include bio page of Professor-leader.
- Create a section where they can record each other's numbers and email.
- Travel copy distributed at first of 3 pre-trip meetings



## Preface Page

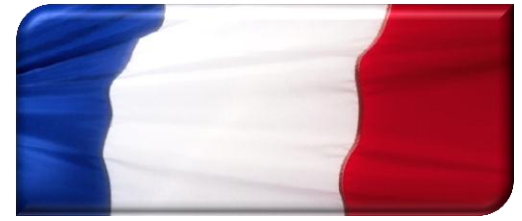
- Explain how trip will be conducted and requirements.
- Overview of what they will do and see.
- Be clear about rigors, physical requirements, emotional preparation.
- General academics: credits, behavior as a rep of college and US.



## Introduction

- Explain purpose and use of textbook
- Explain journaling: types, uses, benefits, reflective thinking and how journal allows the Professor to assess learning.
- Various media versions: written, video, photo, handwritten, electronic.
- **FOCUS YOU SEEK IN THEIR JOURNAL...FOR EXAMPLE...**

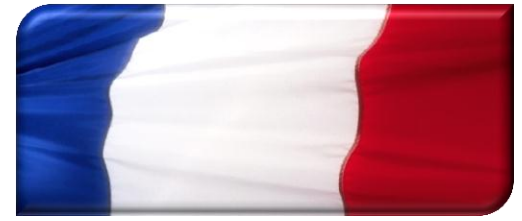




## **Holocaust Study Abroad**

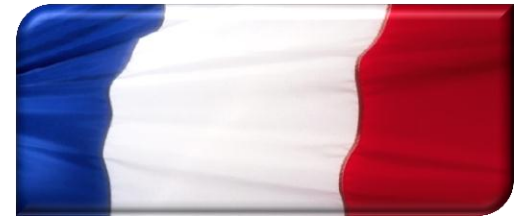
**Reflection is the core  
my trip. What is yours?**

**What type fits  
your content area?**



# Assessment

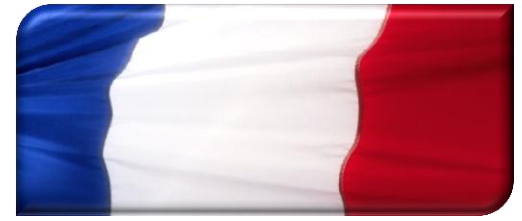
- Can reflective writing be assessed?
- What criteria will be used? i.e.
  - Length
  - Number of entries
  - Clarity
  - Evidence of reflection
  - Evidence of creative / critical thinking
  - Does it relate back to course, theories, content?
  - Depth of thinking



# Welcome to...Poland...

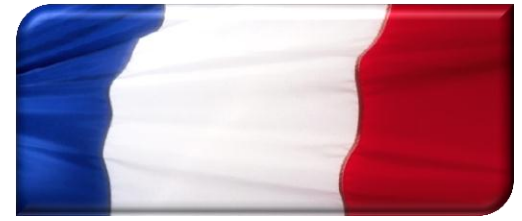
## Facts About The Country . . .

- Population
- Major cities, industries
- Geographical data
- Flag, bird, symbol, weather, language, religious breakdown, electrical system, currency
- Foods
- Time difference
- Type of government
- Modes of travel
- Foreign money exchange
- Shopping
- Tipping customs
- Language...



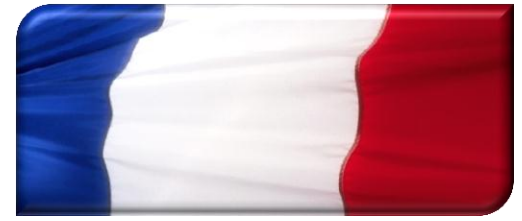
# Language

- Chart of common terms used in conversation
- Mango online service
- Hello...please...thank you...good morning-day-evening...goodbye...toilet...phrase book...



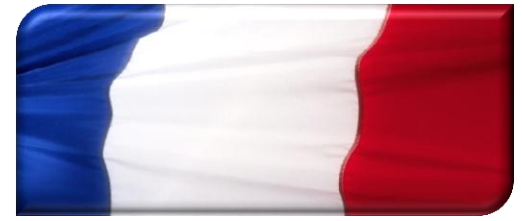
## Include

- Maps
- History
- Overview of major sites you will visit with pictures and explanation. Copy and paste from the Web. For example:
- Mila 18, Rappaport Memorial, Nozyk Synagogue, Museums and further reading sources.



## Interactive Activity Section

- Up until this point you have laid the groundwork and background for the active learning activities.
- Choose which items, places, sights on your itinerary that are most important to the LO's.

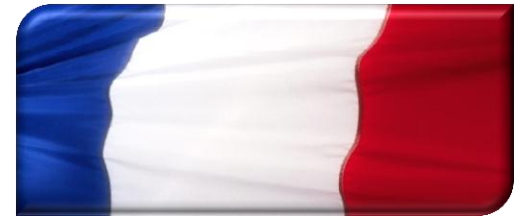


# Designing Activities



## Teacher's Role:

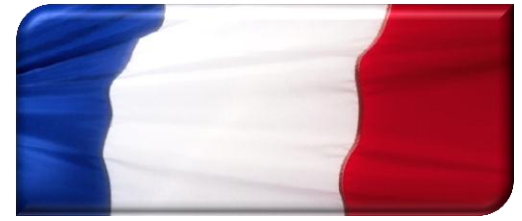
- Examine each site carefully
- Decide if there is any academically worthwhile LO you might have for it.
- Does it fit with your overall trip LO's?
- When students look back what do you want them to remember about it?
- What domain will you want them to use: cognitive, critical, creative, emotional...
- What might be a suitable task for them to do while carrying the book around?



# Examples For Onsite Tasks:

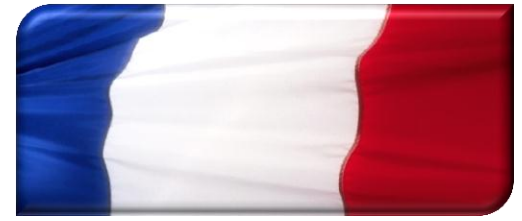
- Monuments-Memorials- Examine the medium, artist's focus, artist's message,...
- Cemetery- How does this place reflect the history of the subject? Physical task.
- Place of Worship: Examine artifacts, ornaments, customs, historic, design
- Concentration camps- Silent reflection, comparison of one to another, design...
- Debriefing Sessions in Evening: reflect, share, revise, react, fill gaps, group dynamics, add to journal/text, video





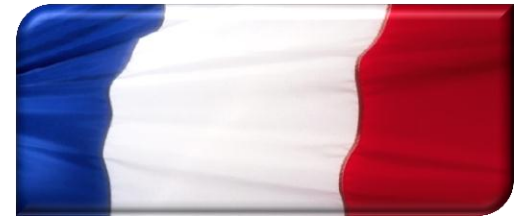
## Travel Time Between Places

- This is a good time for reflection about places already visited.
- Makes travel time pass by faster.
- Time to record anticipations, expectations, how places seen will connect to next destination.
- Memorable moments so far...journaling



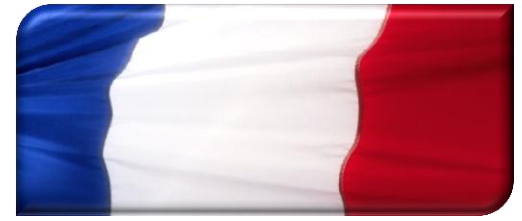
## Customization of Text

- Students can add own photos
- Each person's book will be a unique record.
- Multiple copies can serve as gifts to benefactors...parents...\$\$\$\$\$ support...Thank
- Design an original cover...optional



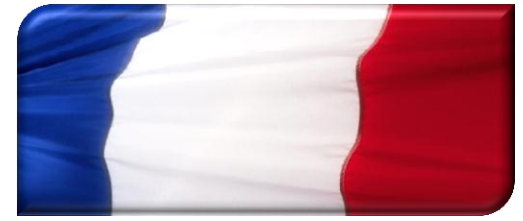
# Logistics of Creating Activity Book

- Content- copy-paste from Web...give attribution.
- Computer Platform decides software...ex...
- Learning outcomes
- Readings
- Evaluation



# Academic Issues to Consider

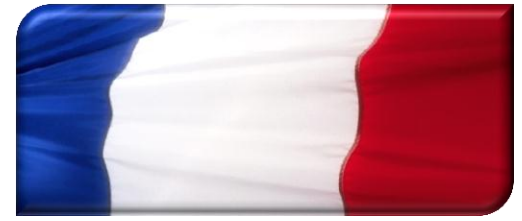
- Learning objectives
- READINGS
- Methods of teaching
- Evaluation...all while balancing the human limitations and practical concerns.



## Issues

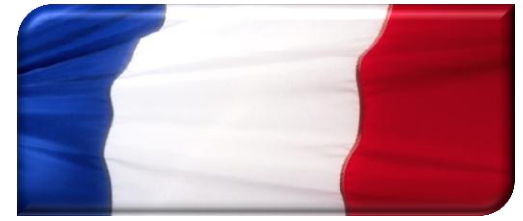
- General and specific learning objectives
- What students are going to learn (e.g. knowledge, perspectives, skills) in the international environment that they could not learn at home?





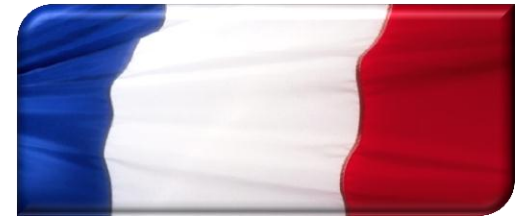
How will the program take advantage of the international environment (academic & cross-cultural site visits, guest professors-guides, assignments?)





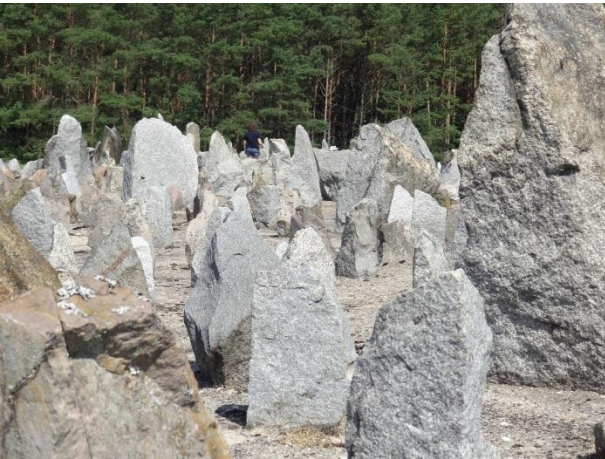
# Working With Tour Guides



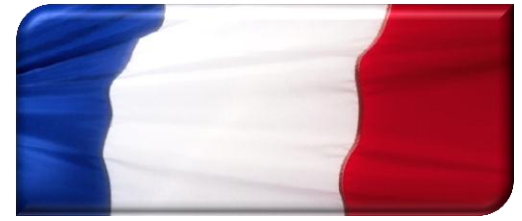


## International vs. Home

- What can they learn here that they could not learn at home-in class?
- Assignments can make use of the senses.







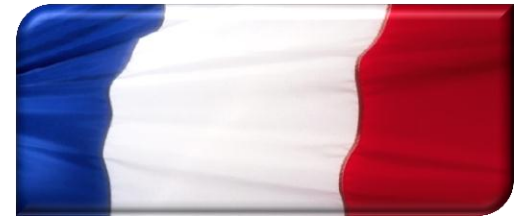
## List in Text

- Required readings
- Assignments
- Exams, papers, presentations
- Journal articles
- Academic Journal-field observations



## A Day By Day Syllabus

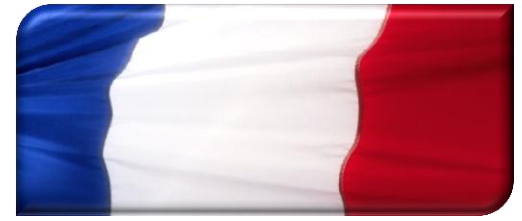
- Arrange content and assignments in order of physical itinerary...start at front of book day 1...etc.
- Include areas to write notes during discussions, debriefings, reflective periods during travel



# How Will You Assess-Grade?

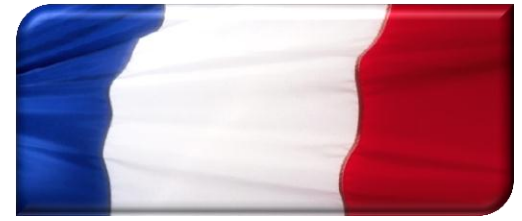
- Be clear what is expected to minimize confusion while traveling.





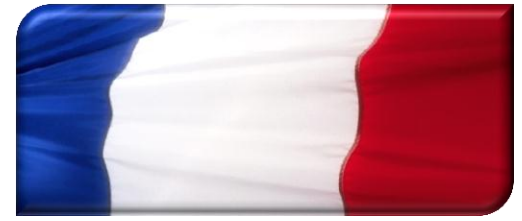
# Online Assignments

- Most done prior and after trip
- Consider possible limitations with Web access
- Have some assigned at first orientation meeting to prepare them.



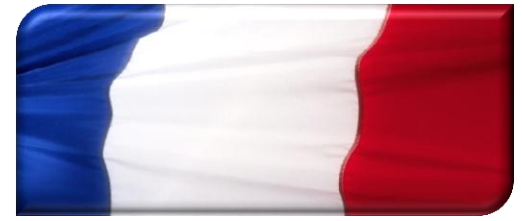
# Assess Learning Outcomes

- Experiential Learning: learn by doing
- Active Learning: construction of knowledge...ask questions that require deep thinking
- Cooperative Learning: teamwork skills
- Diversity and Inclusion: Affective, emotional domain focuses on people being different



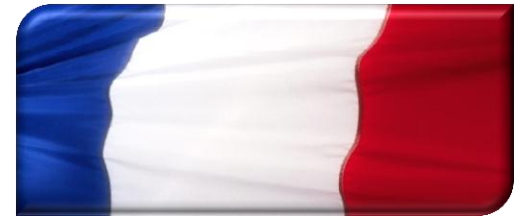
# Journaling as a Learning Activity

- Other names: Logs, reflective diaries...purposes vary
  - Explicit thoughts recording new learning
  - Reflection on experience
  - Chronological record of events (not preferred)
  - All require some reflection



# Higher Education & Learning Journals

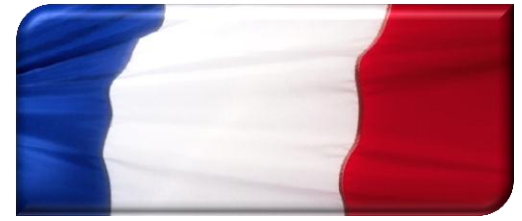
- Facilitate assessment
- Personalize the experience
- Deepen the quality of learning
- Help learners integrate new with old knowledge



# Learning Journals

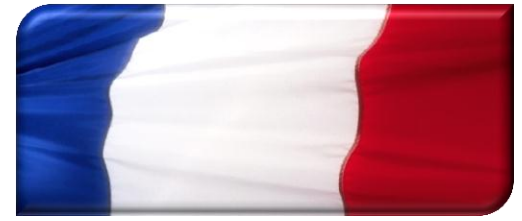
- Are not one thing
- Can be tapes, videos, photos and all electronic forms
- Holocaust Study places reflection at the center as far as cognitive aspects grappling with related issues. Examine your content.





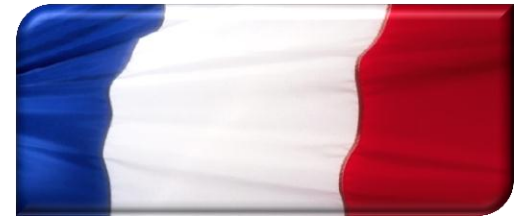
# Journals

- Diverse
- Do not have to be written (most common)
- Reflective and accumulate thoughts over a period of time. Not merely descriptive.
- Flexible (structured or non-structured)
- Useful backup of learning
- Applies to all disciplines



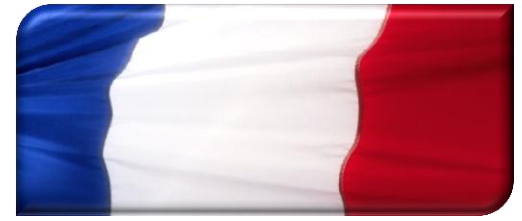
## Why write learning journals?

- Allow student to quietly establish opinion on topic before addressing it publically
- Turns reticent students into more active learners
- Humbling process for some learners
- Rely on senses, impressions, experiences to mirror what is in their mind
- Develop critical, creative or independent thinking



# Journals

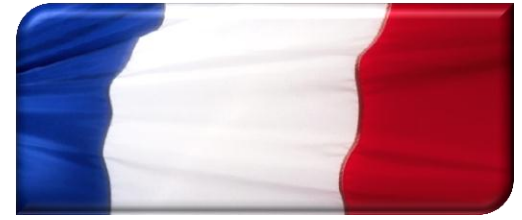
- Provide a permanent record of experience
- Relate trip back to class upon return
- Further understanding of topics
- Foster a questioning attitude
- Encourage metacognition
- Encourage self-empowerment
- Improve writing, self-expression
- Improve intergroup communication



# Journals...

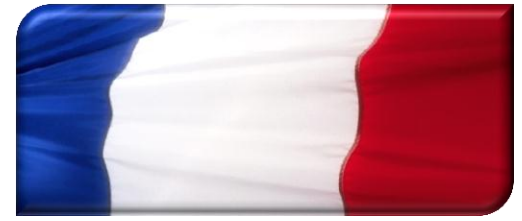
**I bet you did not think there were so many benefits!**

- Gives student intellectual thinking space
- Student OWNS the learning...it is then more meaningful
- Provides a focusing point and way to sort things out
- Forces students to cope with messy information and make sense from it.



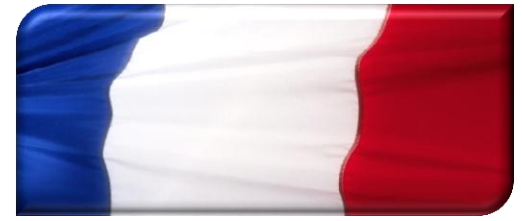
## Last...but not least

- Writing is associated with learning, the enhancement of learning and ability to clarify thoughts and thus is a powerful form of feedback to the learner.



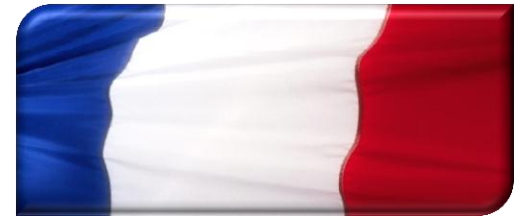
## Levels of Reflection

- Descriptive Writing: describes events without discussion beyond mere description. This is not reflection but sometimes necessary as a pre-cursor.
- Descriptive Reflection: describes event, but the account shows some evidence of deeper consideration in relatively descriptive language. No evidence of alternate viewpoints.



## Levels Cont'd

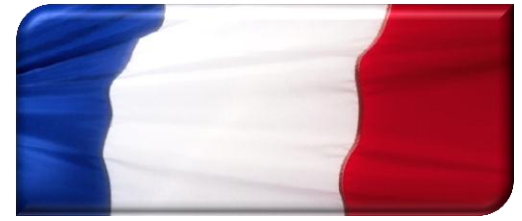
- Dialogic Reflection: Writing suggests that there is a “stepping back” from the events and actions which leads to a different level of discourse. There is a sense of “mulling about” , consideration of qualities of judgment, alternate explanations and hypothesizing.



## Most Important Is...

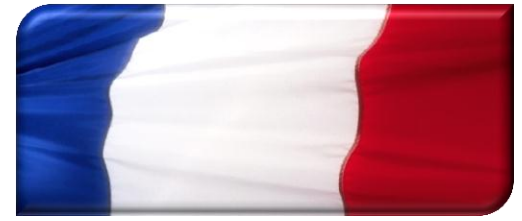
- Critical reflection: In addition to dialogic, shows evidence the learner is aware that the same actions and events may be seen in different contexts with different explanations associated with the contexts.





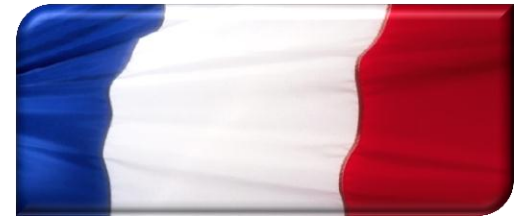
## Collaboration

- Can have small groups work a task
- Groups can compare reflections
- Double entry: record reflections at point of instruction. Small groups meet and after record new insights gained on same activity.
- Double entry: One side of page descriptive and other half reflective.



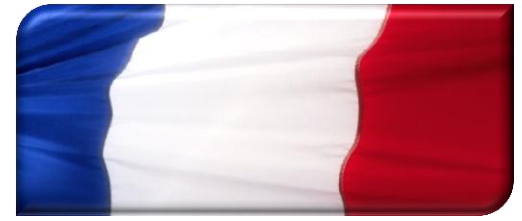
## Other forms

- Sometimes small group or pair discussion can precede writing. Widens writer's viewpoints.



## Specific Examples

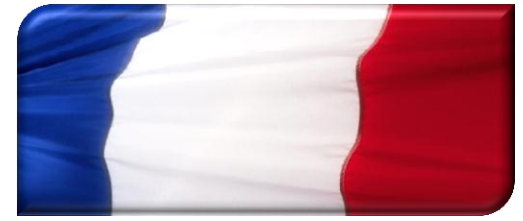
- Monuments- how did the artist tell the story? What is the story? What sort of materials were used? Did they contribute to the message? Examine from afar...what do you see. Get close up, examine sections...what do you now see? Setting around monument?



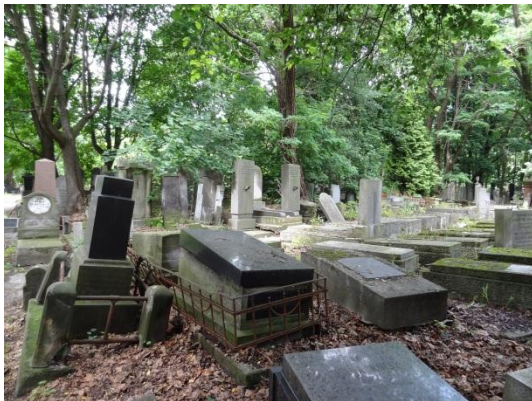
- Natan Rappaport Monument to Warsaw Ghetto



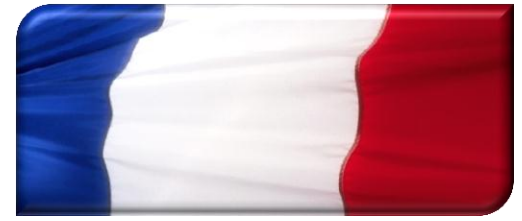
Examine faces, body postures, sides of Monument, sections, are there different stories? Is there a focus point? What event does it recall? What are your thoughts as you examine it silently? How does it fit with your prior knowledge of the event? How will you describe it to someone when you return home?



- Old Jewish Cemetery-Okipowa Street, Warsaw

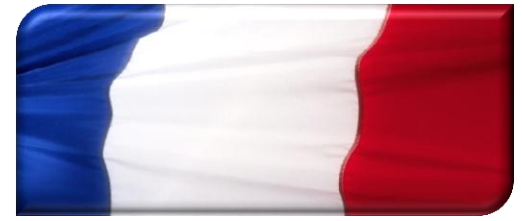


Why are we here at all? Describe the physical condition. Does it tell you something about it? Get some paper and Make a tracing of a headstone to keep as a remembrance. Photograph the areas so you can write a caption / description later. Write a one page paper telling what benefits you received from the visit here. Clean up one Grave and photograph it before and after. What did you Feel after you were done. (Can do with a partner.)



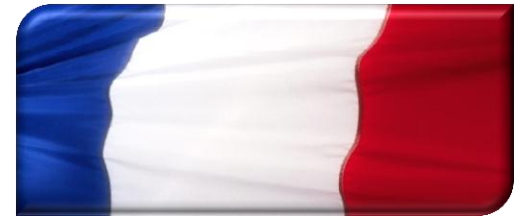
# Assessment of Journals

- Purpose
- Description of event or issue
- Observations
- Related knowledge
- Expression of feelings
- New theories, ideas, revised ideas from earlier ones
- Links theory and practice
- Different points of view evident
- Evidence of stepping back from situation
- Application of theories
- Alternative interpretations



## More examples I use

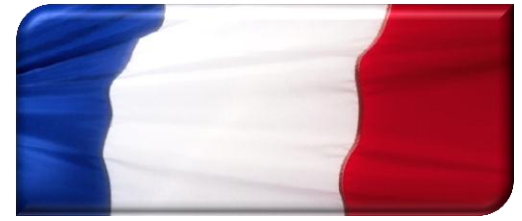
- Treblinka Death Camp
  - Listen to the silence
  - First impressions vs. expectations
  - Comparison to other camps
  - Interpret exhibits, displays, artifacts, historic documents, maps, models



## Ride from Warsaw to Krakow

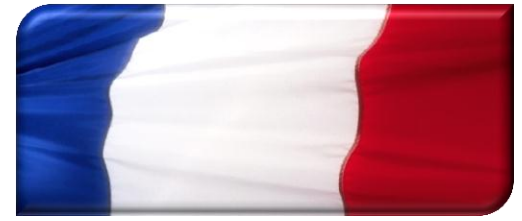
- Reflect on first city...can be done on train
- Expectations versus actual
- Anticipation of next stop...expectations again
- What stood out from first stop most significantly...what will you remember a year from now about the last city?





## Kazimierz-Krakow

- Write down any clues that there was once a rich Jewish culture here.
- Any hints in the hotel? Buildings? Streets? Remnants of the past?

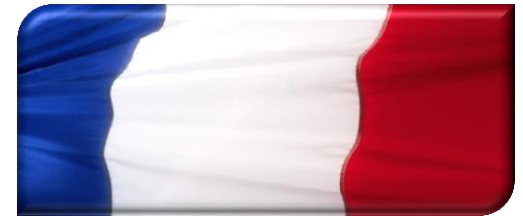


# Monument Interpretation

## Plaszow Concentration Camp

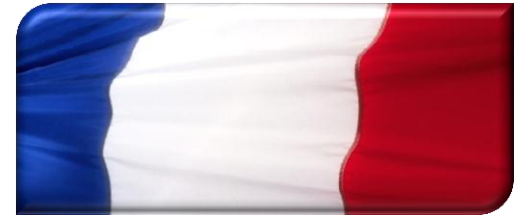


Walk around the memorial. Examine and photograph it from various angles. Examine facial expressions, hands, crack in monument...what is the artist saying? What feelings does it convey? Is there any symbolism? What is the mood? How does it connect to what you already know about what happened here? Is there a story in it?



# Auschwitz





# Interview with Heather Vazquez

