

## **Course: Applications of Experiential Travel: Developing Real World Learners**

### **Professional Development Learning and Resources**

#### **Before Travel**

Review our recommended reading list and find a few articles or texts that can support your professional learning goals for experiential learning. Review program standards alignments and the program Discovery Journal before departure to ensure planned program is aligned with your specific curriculum objectives. Access applicable pre-trip activities to build student background knowledge.

#### **During Travel**

**Site Visits:** Include a copy of your travel program itinerary with time spent at each stop and notes about positive experiences.

**Reflective Journal:** Keep a journal of your daily reflections during the travel program. Use standards alignment documents and program Discovery Journal to track and determine how program objectives are being satisfied. This will help you better incorporate your own observations and student experiences into your curriculum and future trip planning. On each day of your travel program, highlight the following for each site:

- A picture of yourself or your students at the site.
- Describe the various things you did/saw/learned while at the site.
- Describe the various things your students observed while at the site.
- Describe any learning techniques used by your Field Educators that may be valuable strategies in your classroom.
- How could you incorporate this information into your classroom, teaching situation, and/or curriculum?

**Summary Reflection:** What have you gained from observing and participating in experiential learning? You will want to highlight the following topics:

- Continuing Education
- Innovative Instruction
- Exchange of Information
- Increased Understanding of Students' Needs

#### **Post-Travel**

##### **Experiential Learning Lesson Plan**

Design and implement an experiential learning lesson plan for your students. Use the active learning techniques modeled by your Field Educators as inspiration for your lesson. Incorporating the program standards alignments and Discovery Journal will help you draw upon one or more of the travel program field experiences that might translate to a tangible opportunity in your classroom and/or curriculum.





The intent is to create a lesson plan that you can implement in your curriculum. The format of this activity will vary depending on your students, content, curriculum, etc. At the heart of the activity, your students should be doing something meaningful that aligns to curriculum standards. Be sure to include:

- Learning objectives of the activity
  - What will the students be expected to know, understand, and do?
- Standards alignment
- How it fits into your curriculum or overall goals for your students
- Lesson structure and instructions
- All student resources they will need to have a successful experience
  - Handouts
  - Rubrics
- Intended grade level
- Differentiation suggestions
- Technology requirements (if appropriate)
- Materials

### **Experiential Lesson Reflection**

Reflect on your experience with lesson implementation and write to answer the following questions:

- Was the lesson successful? Why or why not?
- Were the techniques ultimately beneficial to your students? Why or why not?
- If you were to implement this lesson again, what might you do differently to improve?
- How did the lesson align travel program objectives to your curriculum?
- If applicable, how were misconceptions about field experiences or travel destinations clarified?

### **End-of-Program Portfolio**

Compile the following elements:

- Reflective Journal
- Experiential Lesson Plan
- Experiential Lesson Reflection



## Supplemental Reading/Resources

Want to take your WorldStrides professional development further? We've curated the following resources to enhance your professional learning.

### Books

Barell, John. *PBL: An Inquiry Approach*. Thousand Oaks, CA: Corwin Press, 2007.

Boix Mansilla, Veronica & Jackson, Anthony. *Educating for Global Competence: Preparing Our Youth to Engage the World*. ASCD, 2011.

Deardorff, Darla K. *The SAGE Handbook of Intercultural Competence*. Thousand Oaks, CA: Sage Publishing, 2009.

Gardner, Howard. *The Disciplined Mind*. New York: Simon Schuster, 1999.

Heath, C. & Heath, D. *Made to Stick: Why Some Ideas Survive and Other Die*. Random House, 2007.

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. NY: Basic Books, 2011.

Marzano, Robert J. *The Highly Engaged Classroom: The Classroom Strategies Series (Generating High Levels of Student Attention and Engagement)*. Bloomington, IN: Marzano Research Laboratory, 2011.

Ottenbreit-Leftwich, A. & Kimmons, R. *The K-12 Educational Technology Handbook (1<sup>st</sup> ed.)*. EdTech Books, 2020.

Polamn, Joseph L. *Designing Project-Based Science: Connecting Learners Through Guided Inquiry*. New York: Teachers College Press, 2000.

Ryan, James. *What, What? And Life's Other Essential Questions*. HarperOne, 2017.

Swan, Kathy, et al. *Blueprinting an Inquiry-Based Curriculum: Planning with the Inquiry Design Model*. National Council for the Social Studies, 2019.

Wiggins, Grant & McTighe, Jay. *Essential Questions: Opening Doors to Student Understanding*. ASCD, 2013.

Wiggins, Grant & McTighe, Jay. *Understanding By Design*. ASCD, 2005.

Wolf, Dennie Palmer. "The Art of Questioning" *Academic Connections* (Winter 1987): 1-7.



## Websites

[WorldStrides Blog](#)

[What is Culture? A Compilation of Definitions from U. Warwick](#)

[National Board for Professional Teaching Standards: What Teachers Should Know and Be Able to Do](#)

[Illinois Center for Innovation in Teaching and Learning: Questioning Strategies](#)

[Yale Poorvu Center for Teaching and Learning: Effective Class Discussions](#)

[Edutopia: Professional Development](#)

[The New York Times: The Learning Network](#)

[PBS Education](#)

[ASCD: The Globally Competent Learning Continuum](#)

[Learning for Justice](#)

[Facing History and Ourselves](#)

[ReadWriteThink](#)

[SYTA: Why Travel Matters](#)

[True North Resource Guide: Help Your Students Learn Across Cultures](#)

[Harvard Project Zero: Global & Cultural Understanding](#)

[Library of Congress: Student Discovery Sets](#)

[UNESCO Sustainable Development Goals – Resources for Educators](#)

[Cult of Pedagogy](#)

[Smithsonian Learning Lab](#)

[Usable Knowledge - Harvard Graduate School of Education](#)

[my NASA data](#)



## Articles

[Infusing Lessons Learned Abroad Into My Classroom](#)

[Using Social Media to Build a Personal Learning Network](#)

[Essential Apps for the Physical and Digital Classroom](#)

[Getting Started with Experiential Learning](#)

[Global Citizenship: A New and Vital Force](#)

[How to Create a Professional Learning Community](#)

[How to be a Global Thinker](#)

[Intercultural Competence Model](#)

[The Different Ways Your Child Learns](#)

[Education Week: The Power of Travel for Student Success](#)

[Why Leap Matters \(WorldStrides Blog\)](#)

[ASCD: Understanding Multiple Intelligences for the Classroom](#)

**We'd love to hear from you!** Drop us a line at [professionaldevelopment@worldstrides.com](mailto:professionaldevelopment@worldstrides.com) and share how you've implemented the techniques from these resources.