

The Block in the Field: Intensive Out-of-Classroom Experiences

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While the value of using college field trips is generally well established (Larsen, Walsh, Almond, & Myers, 2017), the roles field trips play in intensive scheduling models is less clear. The purpose of this presentation is to examine the extent to which block field trips constitute authentic generative learning opportunities for students (Ashley, 2021) and effective curricular choices for instructors. The various types of field trips featured in this research are situated within the context of work integrated learning (WIL) (Sachs, Rowe, & Wilson, 2016). The theoretical frame utilized to structure this work integrated learning discussion is the WIL Framework developed by Campbell et al. (2019) which encompasses four domains of practice: the student experience, curriculum design, institutional requirements, and stakeholder engagement. The methodology is grounded in case study methods, supported by the interpretivist approaches used in phenomenography (Hajar, 2021). The work examines four types of field trips as case studies which are analyzed according to their contexts, strengths, challenges, opportunities, and risks. Initial results of this research reveal that, when considering field trips within the block model, faculty preparation, disciplinary accessibility to field excursions, administrative expectations, student commitment, and user-friendliness of field trip sites need to be considered.

References

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