

# SUPPLEMENTAL MATERIALS



## The Quality Field Trip Research Project Extreme Field Trips: *LEAD*ing the Way

*This Learning Summit was funded with support from:*

**University Circle Incorporated**

*with additional support from*

**The Martha Holden Jennings Foundation**

Prepared by



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## **Materials List**

- ❖ Summit Agenda
- ❖ Field Trip Assessment Instrument
- ❖ Summit Participant List
- ❖ John Falk's Presentation
- ❖ Martin Storksdieck's Presentation

**Extreme Field Trips: LEADing The Way: A Field Trip Summit**  
**The Cleveland Museum of Natural History**  
**Wednesday, August 23<sup>rd</sup>, 2006**

**SUMMIT AGENDA**

**Morning**

- 8:30 – 9:00      **Registration** – Lobby of Cleveland Museum of Natural History
- 9:00 – 9:10      **Chris Ronayne**, President – University Circle Inc.  
Project background and partnership. The purpose and goal of the summit
- 9:10 – 9:30      **John H. Falk**: Framing the discussion in light of lifelong learning –  
*What are the roles of cultural institutions and schools and what is their relationship in terms of fostering meaningful learning?*
- John will discuss the value of field trips, and discuss what it means to use out-of-classroom settings for learning through discovery. John ends by embedding field trips into the overall educational landscape.
- 9:30 – 9:45      **Questions/Answers for John Falk**  
This first round of audience discussion will encourage attendees members to express their educational philosophy/pedagogy of field trips vis-à-vis the reality of the Cleveland context and assessment.
- 9:45 – 10:05      **Research Results of the Quality Field Trip Study:**  
**Martin Storksdieck** will present the overall findings of the field trip study, emphasizing the process, the field trip model, the quality field trip instrument, its rationale and use. Copies of the model and the instruments are in participants' folder.
- 10:05 – 10:25      **Questions/Answers for Martin Storksdieck**  
This discussion will allow the audience to validate the results and provide some initial insights on how the instrument might be used to improve field trip practice in Cleveland and elsewhere.
- 10:30 – 10:45      **Coffee Break**
- 10:45 – 11:30      **Framing the afternoon debate:** John Falk and Diana Robbins  
John and Diana will provide an overview of the break-out sessions and introduce the individual facilitators. They will also charge the groups with concrete tasks.
- Clarify on each breakout group's theme. Each theme will have a facilitator who will help with the group's work. Groups have at least one teacher.

## Afternoon

### 11:30 – 1:30 **Pick up boxed lunch – Go into working groups**

Groups develop a concrete agenda and begin discussion. Groups are charged to develop an outline that summarizes their ideas and forms the basis for the Summit Proceedings. Breakout groups work together using template approach with trained facilitators.

#### **Locations for Breakout Groups:**

- Classroom A – Lower-level – **Embedding the Field Trip**
- Classroom B – Lower-level – **Problem-Based/Inquiry-Based Learning**
- Classroom C – Lower-level – **Standards Alignment**
- Video Suite – Ground level – **Technology Integration**
- Rare Books Room/Library on Floor 2 – **Evaluation and Assessment**
- CMNH Library Floor 2 – **Social Nature of Field Trips**
- Murch Auditorium – **Beyond the Traditional Field Trips**

1:45 – 3:00 Groups report back at plenary session –  
Implementation and meaning for practice.  
Each group uses a PowerPoint template to report  
back the main results of their discussion.

**Lynn Dierking** – Discussion of breakout group results.  
Group results are integrated and synthesized. Links between the groups will be  
discussed and action items for Cleveland will be created.

3:00 Behind the scenes Cleveland Museum of Natural History Museum  
tours or visit on your own.

4:00 – 5:15 Reception – Museum Courtyard

## SUMMIT WORKSHOP TOPICS

1. **Embedding the Field Trip**: Pre-and post-visit classroom materials; preparation and post field trip extension  
– **Dianne Hansson, Facilitator**  
**Diana Robbins (laptop computer)**
2. **Technology Integration**: How can technology overcome some of the existing barriers to using out-of-school settings to their best potential?  
– **Kate Haley Goldman, Facilitator**  
**Sandy Kreisman (laptop computer)**
3. **Social Nature of Field Trips**: How to structure field trips for optimal group learning and social interaction?  
– **Lynn Dierking, Facilitator**  
**Rachele Standly (laptop computer)**
4. **Problem-Based/Inquiry-Based Learning**:  
How are criteria for good field trip pedagogy implemented? What ought to happen educationally during the trip and what does not necessarily happen during, but afterwards? Let students make most use of the competitive advantage of the setting by engaging with that which is unique to the setting in an active fashion– see, observe, ask questions, engage, discuss, hypothesize, share, etc. What are these comparative advantages for each setting? What can cultural institutions provide that schools can't?  
– **Jim Bader, Facilitator**  
**Sara English (laptop computer)**
5. **Beyond the Traditional Field Trip**: What other means exist for learning outside of the classroom and what role do classrooms play within the philosophy of lifelong learning?  
– **John Falk, Facilitator**  
**Ann Davis (laptop computer)**
6. **Standards Alignment - primary/secondary content areas**:  
What does alignment with standards really mean? Who has to align? Where is this best displayed? How is it best lived? And, how is this connected to implementation and the question of best learning practices in out-of-school cultural settings?  
– **Jan Ziegler, Facilitator**  
**Grace Sipusic (recorder)**  
**Jeff Verespej (laptop computer)**
7. **Evaluation and Assessment**: Was the field trip successful? How do I find out? What can we do to document student learning as a result of a field trip?  
– **Martin Storksdieck, Facilitator**  
**Marla Komocki (laptop computer)**

\*\*\* Carol Shivey – floater/volunteer helper\*\*\*

# How did your trip go?

Please give us some feedback for the field trip to our institution

## INSTRUCTIONS

This survey is designed to capture different dimensions of your field trip experience. We anticipate it should require approximately 10 minutes of your time to complete.

Mail your completed survey to:  
Your Institution  
Address

(Possible: A pre-addressed envelope has been provided for your convenience).

**IMPORTANT:** Please note that we do not ask for the degree to which you might generally agree with any of the following statements, but need to know how they apply to your particular field trip.

**1. From the following list of expectations for your students, select *ONLY* five.**

Mark from **1** (*not at all*) to **7** (*a great deal*) the degree you expected the field trip to achieve these expectations. Let us know whether the field trip fulfilled your five most important expectations.

I expected that:  (Select <i>ONLY</i> the five most salient statements)	Expectations BEFORE my Trip							After my Trip		
	Not at all						A great deal	Yes	In part	No
	1	2	3	4	5	6	7			
a) My students be introduced to the venue/community resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My students learn in general (not part of class unit/curriculum)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) My students learn specific content as part of a class unit/curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) My students experience self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) My students be provided with alternative points of view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The field trip motivates, inspires or supports interests of my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) The field trip fits appropriately into classroom curriculum for the year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) The field trip provides pleasure/enjoyment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) The field trip provides students with hands-on experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) The field trip provides students with genuine, authentic experiences that are unique to the venue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) The field trip creates memorable experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) The field trip creates an opportunity to apply outside the classroom what they've learned in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2. To prepare for this field trip...

Rate each statement *not* on whether they should be done, but whether you actually did them.

The goal is to discover common teacher field trip practice. **Choose all that apply.**

<i>I rely on my experience of having:</i>	Not at all	.....	.....	.....	A great deal		
	1	2	3	4	5	6	7
a) visited the setting's website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) discussed the field trip with setting's staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) read the setting's field trip literature/brochure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) looked at general information/tips on conducting field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) attended a Teacher Open House at the setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) previously conducted a similar field trip at this setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) previously conducted a different field trip at this setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) previously visited this setting as an individual or with family/friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) previously conducted a similar field trip at ANOTHER setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) discussed the field trip with a colleague who previously conducted a similar visit to the setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) discussed the field trip with a colleague who will also be going on this current visit to the setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) been well informed about the logistics of the field trip (e.g. schedules, activities, timing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) oriented students to the logistics of the field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) oriented students to the content of the field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) provided the appropriate number of chaperones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) informed chaperones about their roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3. To prepare for the field trip, I provided the museum staff with the following information:

	Yes	In part	No	N/A
a) The developmental level of students in my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) The degree to which the content has, or how it will be covered in my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Whether the class has attended the institution / program before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Any special needs for students in my class such as behavior, learning disabilities, and physical abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The logistical details such as bus departure times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The availability of chaperones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4. To prepare my class for this field trip...

	Not at all	.....	.....	.....	.....	A great deal	
	1	2	3	4	5	6	7
<i>Students received information about:</i>							
a) the purpose of the field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) the setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) experiences they are likely to have on the field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) field trip logistics (how long, what they would do, when they would eat, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) my learning expectations for them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) my behavioral expectations of them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Students were involved in:</i>							
g) deciding whether they wanted to go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) deciding where they wanted to go (gave choices)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) deciding when they wanted to go (gave choices)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) planning and organization of the experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) selecting specific content/ focus for the visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) discussing their opinions/ emotions about the visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) sharing their previous field trip experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) an assessment of related prior knowledge and misconceptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Students were instructed on content:</i>							
o) linking specifically to this field trip experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) relating generally to the topic of the field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) providing broad non-specific contextual background for the field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 5. For your field trip, indicate the frequency with which your students participated in the following experiences

	Never	Rarely	Sometimes	Often	Always
<i>Listening to...</i>					
a) staff lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) staff demonstration/performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) staff-led tour/interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) chaperone-led tour/interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) teacher-led tour/interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Doing...</i>					
f) scavenger hunt/information gathering, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) hands-on activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) free exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Never	Rarely	Sometimes	Often	Always
<i>Doing...</i>					
i) interactive discussion/voicing opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) getting on or off the bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) visiting the gift shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) taking bathroom or other type of break	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) having lunch or snacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) waiting (for something to happen) – lag time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 6. During the field trip experience, my students...

<i>Were directed or had the opportunity to:</i>	Never	Rarely	Sometimes	Often	Always
a) do specific tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) freely explore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) interact with one another and do things together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) interact with and manipulate objects or things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) look at or observe objects or things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) be actively involved in activities, games, and experiments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) be in smaller groups than the entire class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Had sufficient time to:</i>	Yes	In Part		No	
h) discuss and ask orienting questions before an event	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
i) discuss and ask questions throughout an event	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
j) discuss and ask reflective questions after an event	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
k) complete program activities in a relaxed manner	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
l) take breaks when needed	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
m) drink or eat when needed	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	

## 7. For this field trip, parents were involved in...

	Yes	No
a) signing permission slips	<input type="checkbox"/>	<input type="checkbox"/>
b) serving as chaperones	<input type="checkbox"/>	<input type="checkbox"/>
c) serving as instructors/interpreters	<input type="checkbox"/>	<input type="checkbox"/>
d) organizing the field trip	<input type="checkbox"/>	<input type="checkbox"/>
e) setting behavioral expectations for the visit	<input type="checkbox"/>	<input type="checkbox"/>
f) helping the children with tasks related to the visit, like creating a field trip journal	<input type="checkbox"/>	<input type="checkbox"/>

## 8. As part of the field trip experience, chaperones...

	Yes	No	Does not apply
a) trained/received briefing and materials before the trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) served primarily as monitors of student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) acted primarily as instructors/interpreters/facilitators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 9. The content provided during our field trip corresponds to...

	Yes	No
a) a previous classroom unit	<input type="checkbox"/>	<input type="checkbox"/>
b) our current classroom unit	<input type="checkbox"/>	<input type="checkbox"/>
c) a future classroom unit	<input type="checkbox"/>	<input type="checkbox"/>
d) No classroom unit (is not connected to the classroom)	<input type="checkbox"/>	<input type="checkbox"/>

## 10. Compared to a typical classroom lesson, I believe...

	A lot less	About the same	More than usual
a) the amount of content covered during the visit was ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) the quality/substance of the material provided was ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 12. I would rate the field trip venue's effectiveness as follows:

<i>During our field trip, staff...</i>	Does not apply 0	Poor 1	... 2	... 3	... 4	Excellent 5
a) were knowledgeable about the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) could answer questions in ways students comprehended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) communicated and addressed students in an age-appropriate manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) appeared confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) were well prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) were engaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) allowed students time to digest/process information before moving on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) asked students appropriate/targeted questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) solicited/waited for students' answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) encouraged students to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) the field trip experience overall was...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) I rate the venue as a place for field trips as...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**13. After our field trip, as follow-up with my students, I conducted or engaged in the following types of activities:**

	Yes	No	N/A
a) engaged students in a field trip question and answer session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) collected field trip worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) asked what students liked or disliked about the field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) discussed students' impressions of the field trip topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) made general reference to the field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) made reference to specific aspects of the field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) further covered content of the field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) tested students on field trip related content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) conducted a specific activity that was designed as follow-up for this particular field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) covered material that was timed specifically to follow the field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) made use of a loan program to conduct classroom follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) invited staff to conduct follow-up session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) returned to the field trip site as a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) visited another site as follow-up to the field trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) assigned field trip related projects/activities as homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) involved parents in follow-up field trip projects/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**A LITTLE BACKGROUND ABOUT YOU.....**

Field trip Location: \_\_\_\_\_ Survey Completion Date: \_\_\_\_\_

Field Trip Date: \_\_\_\_\_ Program name: \_\_\_\_\_

Your School's Name: \_\_\_\_\_ School District: \_\_\_\_\_

# Participating Students: \_\_\_\_\_ Participating Grade Level(s): \_\_\_\_\_

Length of field trip (without bus ride): \_\_\_\_\_ Approximate time of bus ride one way: \_\_\_\_\_

Are you the teacher who booked this field trip? ☐ Yes ☐ No

For the class you took on this trip, does this visit link directly to the content area(s) you teach? ☐ Yes ☐ No

# years you have been teaching: \_\_\_\_\_ Grade Level(s) you are currently teaching: \_\_\_\_\_

**THANK YOU FOR YOUR HELP WITH OUR SURVEY!**

**Please remember to mail your completed survey to:**

**Institution; Address**

(A pre-addressed envelope has been provided for your convenience)

# LEAD Summit Participant List

Last Name	First Name	Title	Organization Name	Email
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# LEAD Summit Participant List

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Trefz	Judy	1st grade teacher	Michael White School	
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INSTITUTE FOR  
Learning Innovation

# Cultural Institutions and Learning

John H. Falk, PhD

# Overview

- Nature of Learning
- Cultural Institutions and Learning
- Field Trips

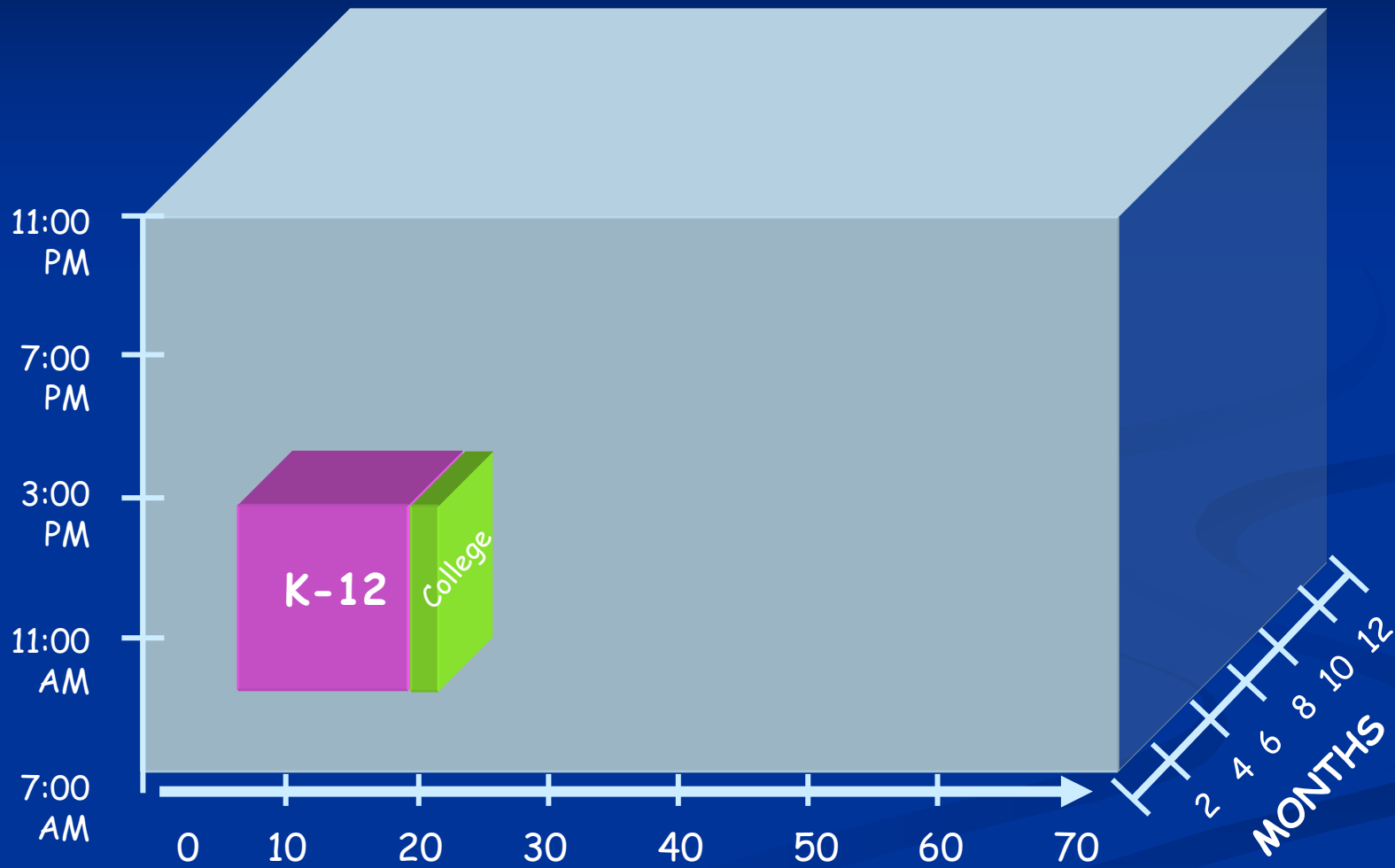
# How Do We Learn?

- Learning begins with the Individual
- Learning involves Others
- Learning takes place Somewhere
- Learning occurs over Time



# When Do We Learn?

- We learn all of the time!
- Less than 3% of our lives are spent participating in formal instruction.
- Children spend 85% of their waking hours outside of school.



# Where Do We Learn?



# Why Do We Learn?

- We learn because we have to (compulsory)
  - Because our parents tell us to do so
  - For school
  - For work
  - Requirements
- We learn because we want to (free-choice)
  - Curiosity & Interest
  - Self Fulfillment
  - Needs

# Cultural Institutions & Learning

- Most adults visit cultural institutions in order to satisfy free-choice learning and identity needs
  - Explorers
  - Facilitators
  - Experience Seekers
  - Professional/Hobbyists
  - Spiritual Seekers
- Many children visit as part of school field trips

# Why Take Children on Field Trips?

- Learn specific content connected to the class unit, curriculum
- Learn in general
- Create opportunities for students to apply what they've learned in class
- Introduce students to community resources
- Create memorable experiences for students
- Motivate and inspire students, pique or support their interest
- Provide pleasure, enjoyment
- Provide hands-on or experiential learning opportunities
- To introduce students to authentic/real-life experiences
- Introduce students to self-directed learning
- Provide students with alternative points of views, instructions

# Why Not Take A Field Trip?

- If you can do it equally well in school
- If you don't make use of the unique resources of the cultural institution you're visiting
- If you are not well prepared and don't follow-up
- If you try to achieve too much

# Learning in and from Cultural Institutions

- Field trips should be a time for discovery
- Field trips should be memorable, pleasurable, and inspiring
- Content is important, but it is only one possible outcome
- There's no rule that says you only need to go once
- Field trips should capitalize on what each cultural institution can uniquely provide students; not just for school but for life
- The field trip is only one way to utilize cultural institutions and engage students with community resources



# Results from the Quality Field Trip Study

Martin Storksdieck

Veena Kaul

Maia Werner

With support from John Falk, Lynn Tran, Nana Quistgaard, Diana Robbins, Sandy Kreisman, Edie Ziska, other UCI staff, many CMSD teachers, students, administrators and museum folks, and those who through their generous financial support made this study possible – MANY THANKS!

# Purpose of the Study

- Identify what constitutes high-quality field trip experiences (conditions for learning)
- Assess the LEAD program
- Provide the field with assessment tools
- Evaluate a pilot study – videoconferenced preparation and follow-up

# Structuring the Study 1

- Framing the Study
  - Define success internally, rather than through an outside measure
  - Identify aspects of a quality field trip through:  
Focus groups with teachers, principals, and “museum” educators
- Designing an Assessment and Planning Tool
  - Pre-visit, post-visit, observation
  - Museum educator tool
- Refine Assessment and Planning Tool
  - Simplify and validate with non-LEAD
- Design and Assess a Pilot Program

# Structuring the Study 2

## ■ Unusual Scope

- Most comprehensive study of its type so far in the US
- Simultaneous assessment of field trips to 14 very different cultural institutions

## ■ Unique Opportunity

- LEAD as laboratory to study quality field trips
- Longstanding partnership essential to enable study
- Trust and cooperation present

# Implementing the Study 1

- Focus Groups with Stakeholders on Quality Field Trips
  - Teachers (2)
  - Museum educators (1)
  - Museum program designers (1)
  - Principals (1)
  - Educational researchers (1)
  
- Focus Groups with Stakeholders on Videoconferenced Preparation and Follow-up
  - Teachers (1)
  - Museum educators (1)

# Implementing the Study 2

- Comprehensive Teacher Survey
  - Matched Pre-Visit, Post-Visit in 2005 (n=150)
  - Post-Visit in 2006 (n=92)
  - Matched Observations in 2005 (n=34)
- Museum Educator Survey (n=59)
- Teacher Feedback Form (Video Prep/Follow-up, n=8)
- ⇒ Exploring Objectives, Preparation, Field Trip Activities, Follow-Up, Value, Satisfaction, Logistics, Involvement

# What are criteria for good field trips?

## ■ Stakeholder Perspectives

- All stakeholders agree on quality characteristics
- Stakeholders differ in priorities
- Stakeholders agree on valid field trip objectives
- Stakeholders rank objectives differently

⇒ Stakeholders agree more or less on the characteristics of a quality field trip

# Field Trip Objectives 1

- Both museum educators and teachers identify multiple objectives for field trips
  - Highest ranked objectives are affective
    - creating memorable experiences
    - motivating and inspiring students
    - providing pleasure and enjoyment
  - Also highly ranked: hands-on, authentic
  - Learning/content objectives are ranked lower than affective / experiential objectives in LEAD teachers
  - Non-LEAD teachers also rank high: curricular fit



# Field Trip Objectives 2

- Two significant differences between museums educators and teachers
  - Museum educators: higher emphasis on content or learning objectives
  - Teachers: value affective experiences
- Two significant differences for LEAD/non-LEAD
  - LEAD more focused on memorable experiences
  - Non-LEAD more focused on curricular fit

# Teacher Rate Experience High

- Teachers' expectations met
  - Yes: 79%-93%
  - In Part: 5%-9%
  - No: 2%-11%
  - Problems: Experience self-directed learning; be hands-on or experiential
- Teacher rating of museum staff effectiveness
  - 1=poor to 5=excellent
  - Ratings: 4.5 - 4.8

# Field Trip Design 1

*Degree to which museum educators incorporated the following activities into field trip program development*

	<u>Response Rate (%)</u>	<u>Mean</u>
✓ Align program with content standards	100	6.51
✓ Use teachers in design of program	76	4.80
✓ Seek students feedback	73	3.79
✓ Test pilot version of program	56	4.76

# Field Trip Design 2

	<u>Response Rate (%)</u>	<u>Mean</u>
✓ Aligning the program with content standards*	100	6.51
■ *Integration into the curriculum		
■ 90% of teachers stated that they connect(ed) the field trip to previous, current or future classroom units [unusually high]		
■ But: Connections are more likely with future than with previous or current classroom unit		

# Teacher Preparation

- Teachers are most likely to:
  - Read the settings field trip literature
  - Look at general information on field trips
- Teachers are least likely to:
  - Attend a teacher open house
  - Visit the museum's web site
  - Talk to museum staff or program coordinators

# Student Preparation & Involvement

- Teachers are most likely to orient students on:
  - Behavioral and learning expectations
- Students are most likely to be involved in:
  - Discussing their emotions and sharing their previous experiences (low-level involvement)
- Students are rarely involved in:
  - Planning the field trip (whether/ where/ when to go, planning and organization, content selection)

# Parent, Teacher, and Chaperone Roles

- Parents typically...
  - ...sign field trip forms
  - ...set behavioral expectations
  - ...monitor behavior
- Parents rarely...
  - ...act as organizers
  - ...serve as instructors/interpreters
  - ...help in follow-up
- Teachers rarely serve as instructors/interpreters

# Student participation in educational activities during field trips

## *Methods of instruction used during the field trip*

	<u>ME (%)</u>	<u>T (%)</u>
✓ Interactive discussion/voicing opinion	97	58
✓ Hands-on activities	83	61
✓ Staff demonstration/performance	73	60
✓ Staff-led tour/interpretation	71	51
✓ Staff lecture	63	61
✓ Scavenger hunt/info gathering, etc.	54	24
✓ Free exploration	46	36
✓ Teacher-led tour/interpretation	22	13
✓ Chaperone-led tour/interpretation	20	7



# Follow-up activities (Summary)

- Teachers are most likely to complete:
  - Informal discussions (over 90 percent of teachers)
  - Non-descript follow-up activities (nearly 70 percent of teachers)
- Formal follow-up and home-based follow-up falls in the middle (16 – 50 percent of teachers)
- Use of out-of-school resources rare (additional field trips, museum loan programs, museum outreach programs)

# Video-conferenced Prep and Follow-Up

- Video-conferenced prep and follow up enhanced educational value of field trip
    - Prep more important than follow-up
    - Expertise
    - Control
    - Additional benefit: students experience a key communication technology
- ⇒ VC has potential to serve as model for bridging informal and formal settings

# (Some) Conclusions

- A strong partnership allows for creative research: this was the most comprehensive field trip study so far
- Teachers were highly satisfied
- Teachers have multiple (conflicting) goals for their field trips
- Teachers tend to rate affective goals as high as cognitive goals
- The lower the barrier for program information, the more likely teachers use it
- Preparation and follow-up need improvement
- Programs may benefit from increased “activities”
- Teachers and parents may be underutilized

# (Some) Recommendations

- Continue the assessment process
- Create both mixed objective and focused field trip experiences
  - Make field trip programs memorable, pleasurable, and inspiring
- Involve parents and teachers
- Review information flow to teachers: Provide full menu of options to inform them
- Test ways to improve embedding of field trip

# Making Good Use of Field Trips

- LA County Museum of Natural History
  - Involve students by asking questions about objects
  - Higher-order questions beyond observing
  - Let answers emerge from students
  - Group learning
  
- Isabella Stewart Gardner Museum
  - Joint discovery
  - Social learning
  - Use of authentic objects