Visiting the World: Fieldtrip Example: ASU Farmers Market

Visiting the World: Fieldtrip Assignment: ASU Farmers Market

General Guide

In this experience, students visit a location as a group or in pairs to experience real-world contexts and perspectives relevant to sustainability problems and solutions. The experience immerses students in a specific place, giving them the opportunity to learn about it first hand rather than through another medium like documentary or panel presentations and to observe and interact with stakeholders in context.

"After seven years of taking students into the field the authors now see themselves as facilitating a process where learners (both teachers and students) are exposed to different understandings of sustainability and are able to recognize the messy and complex reality of sustainability on the ground." - Alvarez & Rogers (2006)

<table>
<thead>
<tr>
<th>Course</th>
<th>Level: 100; can accommodate group size: 15-20</th>
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</thead>
<tbody>
<tr>
<td>Enjoyment</td>
<td>Students experience a new place outside of the classroom first hand. Shared experience with peers builds relationships and creates a common pool of experiential knowledge.</td>
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<tr>
<td>Learning</td>
<td>Students gain contextual knowledge of place through multi-sensory experience, compare and contrast academic knowledge with the real world.</td>
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<tr>
<td>Adjustments</td>
<td>Identify a field trip that will build on lectures / course concepts. Plan or help students plan logistics and work together to complete group assignments.</td>
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<tr>
<td>Benefits</td>
<td>Alternative to lecture; gets students excited about new material, gives students experience with real world context to discuss in class and refer back to throughout the semester.</td>
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</table>
**LEARNING OBJECTIVES**

- Compare and contrast the information offered by a place to what you’ve learned in class. **[SYSTEMS THINKING]**
- Collaborate with peers to plan and carry out field trip and complete assignments, using tools like work plans, code of collaboration, and evaluating own and peers’ performance. **[INTERPERSONAL COMPETENCIES]**
- Examine how “senses of place” does or can contribute to understanding sustainability problems or inform solution options. **[VALUES THINKING]**

**ACTIVITIES**

This experience consists of students visiting a specific location, organization, or event in order to observe and explore, with all of their senses, abstract concepts and complex problems as they exist in real-world contexts. Learning about sustainability “out there” exposes students to real-world places, contexts (e.g., heat, dust, inaccessible work locations) and perspectives; helping students think critically about assumptions around (un)sustainability and thus enhancing students’ understanding of the complex, on-the-ground reality of sustainability problems and solutions (Brandt, 2004; Alvarez and Rogers, 2006). Field trips are also a way for students to learn about a topic area unfamiliar to the instructor, without requiring the instructor to teach beyond their expertise (Domask, 2007). Field trips can be designed to have varying degrees of structure and stakeholder engagement. The students’ role is to participate actively in the trip and reflect critically on the experience. The instructor’s role is to coach students to participate actively and provide assignments and activities that encourage students reflect on and integrate what they learn through the experience with what they have learned in class.

**Before**

- Select a field trip or give students an assignment to select one. Field trip should focus on a sustainability problem or solution, and require minimal transportation and little to no fees.
- If reservations are required, contact organization 2-4 weeks in advance. Field trips where students interact with stakeholders take more advanced planning. Consider the potential impact that dozens of students may have on an organization. Work with stakeholders to design an experience that allows students to interact with them one-on-one or in small groups.
- Plan logistical elements of trip. Convey to students verbally and provide a written description as well (handout or on Blackboard) that specifies e.g., date, time, location, transportation, appropriate attire, websites.
- Make transportation arrangements or make sure students know how to get there. Transportation options: walking, public transport, carpooling, school sponsored bus). Contact the SOS Student Services Center (schoolofsustainability@asu.edu)
- Have students sign Field Trip Release Form and Photo Release Form one week in advance.
• Coach students on how to engage during experience - listen, observe, be open to knowledge of stakeholders, consider impact of visit on site / organization, remember that students represent ASU and act accordingly; take notes while on site or immediately after (memory protocol). Review Student Tutorial: Stakeholder Engagement

**During**
• Students are on their own.
• Make reflection assignments due within a week of the trip as the experience may fade quickly.

**After**
• Facilitate debriefing and reflection in following class and explain final assignments.
• Thank organization with card or email, or ask students to coordinate a “thank you.”

**ASSIGNMENTS AND ASSESSMENT**
The sequence of assignments below can maximize learning outcomes of the field trip experience and produce outputs that can be assessed to determine achievement of the learning objectives.

• **Plan** a group field trip and develop an itinerary that includes details like date, time, directions, learning objectives, guiding questions to think about during the experience, a space to take notes, and guidelines for interacting with stakeholders. Output: itinerary.
• **Write** reflection on experience. Output: written reflection.
• **Discuss** experience in next class. Output: participation in class discussion.
• **Evaluate** own and peers’ performance in planning field trip, interacting with stakeholders throughout the experience, and contributing to group reflection. Output: self- and peer evaluation.

Use a Likert-scale to determine if students achieved all, most, some, little, or none of the learning objective. Develop a rubric with examples of answers that demonstrate students have achieved all (5), most (4), some (3), little (2), or none (1) of the objective.

**TAKE THIS EXPERIENCE TO THE NEXT LEVEL!**
• *Engage with the world* - Set up time during or after the fieldtrip to interview stakeholders to get a more in-depth understanding of their role at the location, event, or organization.
• *Engage with the world* - Set up a service learning opportunities at the site or organization the students visit.

**BIBLIOGRAPHY & RESOURCES**


- Example 1: Farmers Market
- Example 2: Designing Resilient Communities, Example 3: Wilderness Practices
- Field Trip Release Form and Photo Release Form
- Student Tutorial: Stakeholder Engagement
- Peer- and Self-evaluation Form
- Local tours:
  - ASU’s Sustainability Points of Pride: Tour through University Sustainability Practices. Contact: Betty Lombardo at 480-965 9330 or Betty.lombardo@asu.edu.
  - ASU’s Decision Theater: Sneaker Tour offered monthly for interested individuals and small groups. Tours are scheduled in advance and have limited availability. Contact: Michele Nobles at 480-965-4098 or michele.nobles@asu.edu.
  - APS: Class tours of the APS Solar Test and Research (STAR) site by appointment. Contact: 602-250-4990 or STAR@aps.com. 1500 E. University Dr., Tempe, AZ. http://www.aps.com/ files/renewable/SP001STAR.pdf
  - Arizona Pacific Pulp and Paper, Inc. Tours by appointment. Contact Monica King: (602) 653-0449 or mking@azpacificpaper.com. 3209 S. 36th Street, Phoenix, AZ 85040.
  - Salt River Landfill: Tours Monday-Friday 8am-4pm by reservation. Request a tour: http://www.salriverlandfill.com/request_a_tour. 13602 N Beeline Hwy, Scottsdale.
  - Superstition Farms: Tours Saturday at 10am or 12pm, no reservation required. Tours Tuesday-Friday by appointment. Personalized group tours by arrangement. $7.50. 3440 South Hawes Rd, Mesa, AZ 85212. 602-432-6865. http://superstitionfarm.com/.
FIELDTRIP EXAMPLE: ASU FARMERS MARKET

SUMMARY
This field trip to the ASU Farmers Market on the Tempe Campus helps students analyze how healthy food and sustainable agriculture is integrated or could be integrated—conveniently—into urban areas, what options of such integration exist already in the Phoenix Metro Area and how they impact peoples’ lives.

“After seven years of taking students into the field the authors now see themselves as facilitating a process where learners (both teachers and students) are exposed to different understandings of sustainability and are able to recognize the messy and complex reality of sustainability on the ground.” -Alvarez & Rogers (2006)

Every aspect of our lives is, in a sense, a vote for the kind of world we want to live in.”
-Frances Moore Lappé, author of Diet for a Small Planet (1971).

LEARNING OBJECTIVES
- Analyze what factors drive or encourage producers and consumers to make sustainable decisions related to food and the barriers they encounter. [SYSTEMS THINKING]
- Evaluate farmers markets as a sustainable food option in the Phoenix Metro Area, drawing on information from class and from field trip experience. [VALUES THINKING]
- Collaborate with peers to plan and carry out field trip and complete assignments, using tools like work plans, code of collaboration, and evaluating own and peers’ performance. [INTERPERSONAL COMPETENCIES]
- Examine how “senses of place” does or can contribute to understanding sustainability problems or inform solution options. [VALUES THINKING]

ACTIVITIES
Students work in groups to plan a field trip and visit the ASU Farmers Market on Tempe Campus. They analyze how healthy food and sustainable agriculture is integrated or could be integrated—conveniently—into urban areas, what options of such integration exist already in the Phoenix Metro Area and how they impact peoples’ lives.

Instructors develop a written description of the assignment that details due dates and expectations, help student groups create itineraries, coach students in safe and appropriate behavior during excursions, and facilitate discussion in class after the experience. Students take responsibility for planning the experience and completing reflective assignments.
Before

- Introduce assignment to students and form groups.
- Help students plan the logistical elements of the trip and create itineraries (provide a template).
- Have students sign Field Trip Release Form and Photo Release Form one week in advance.
- Coach students on how to engage during experience - listen, observe, be open to knowledge of stakeholders, consider impact of visit on site / organization, remember that students represent ASU and act accordingly; take notes while on site or immediately after (memory protocol). Review Student Tutorial: Stakeholder Engagement

During

- Make reflections and self- and peer- evaluations due within a week as memories may fade quickly.

After

- Facilitate debriefing and reflection in following class and explain final assignments.

ASSIGNMENTS AND ASSESSMENT

The assignments below that can maximize learning outcomes of the field trip experience and produce outputs that can be assessed to determine achievement of the learning objectives.

- **Plan** a group field trip and develop an itinerary that includes details like date, time, directions, learning objectives, guiding questions to think about during the experience, a space to take notes, and guidelines for interacting with stakeholders. Output: itinerary.

- **Attend** Farmers Market. Get a picture of you at a booth or bring back an item you bought. Output: picture or item from the market.

- **Write** a reflection on your experience at the market. Output: 1-2 page written reflection
  - Identify what factors drive producers and consumers to make sustainable decisions related to food, what barriers they encounter, and what helps them - or could help them - overcome barriers.
  - Evaluate farmers markets as an accessible and convenient, sustainable food option in the Phoenix Metro Area, drawing on and citing information from class and from field trip.
  - What did you learn from the field trip that you couldn’t have learned in class?
• Discuss experience and reflection in class. Output: participation in class discussion.

• Evaluate own and peers’ performance in planning field trip, interacting with stakeholders throughout the experience, and contributing to group reflection. Output: self- and peer evaluation.

Use a Likert-scale to determine if students achieved all, most, some, little, or none of the learning objective. Develop a rubric with examples of answers that demonstrate students have achieved all (5), most (4), some (3), little (2), or none (1) of the objective.

TAKE THIS EXPERIENCE TO THE NEXT LEVEL!
• Visit the world - arrange for students to visit other farmers markets in the valley and research other healthy / sustainable food options (Community Shared Agriculture (CSA), personal gardens, community gardens, grocery stores, etc.). What are strengths and weaknesses of each, together how do they contribute to resiliency, who chooses and /or is able to access these options?

• Engage with the world - Develop proposals for increasing Farmers Market popularity on campus.

BIBLIOGRAPHY & RESOURCES


Resources:
• Field Trip Guide
• Information about the ASU farmers’ market: https://students.asu.edu/farmersmarket.
• Field Trip Release Form and Photo Release Form
• Student Tutorial: Stakeholder Engagement
• Peer- and Self-evaluation Form
FIELDTRIP ASSIGNMENT: ASU FARMERS MARKET

SUMMARY:
You will work in groups to plan a field trip, visit the ASU Farmers Market on the Tempe Campus, and complete reflective assignments. Through this experience you will analyze how healthy food and sustainable agriculture is integrated or could be integrated—conveniently—into urban areas, what options of such integration exist already in the Phoenix Metro Area and how they impact peoples' lives. As a group, you will create a field trip itinerary, write a reflective paper, and prepare a 3-minute presentation.

INSTRUCTIONS:
In class today:
- Get into groups and review the assignment.
- Create a work plan detailing what you need to do to plan the field trip and complete assignments. Assign tasks and due dates. Turn in on Blackboard.

By Oct 3:
- Develop an itinerary that includes details like date, time, directions, learning objectives, guiding questions to think about and ask stakeholders during the fieldtrip, a space to take notes, and guidelines for interacting with stakeholders. You must turn the itinerary in on Blackboard and address feedback from your instructor before you can go on the field trip.
- Sign Field Trip Release Form and Photo Release Form

By October 15:
- Attend Farmers Market as a group. Think about guiding questions from the itinerary you created. Make sure to observe and ask questions to help you answer each of the guiding questions.
- Write a reflection on your experience at the market (1-2 pages): Identify what factors drive producers and consumers to make sustainable decisions related to food, what barriers they encounter, and what helps them—or could help them—overcome barriers. Evaluate farmers markets as an accessible and convenient, sustainable food option in the Phoenix Metro Area, drawing on and citing information from class and from field trip. Reflect on what you learn from the field trip that you couldn’t have learned in class.
- Evaluate own and peers performance in planning field trip, interacting with stakeholders throughout the experience, and contributing to group reflection.

In class on October 15
- Be prepared to give a 3-minute presentation (no powerpoints or other props needed) in which you detail your experience in class, highlight the key points of your paper, and reflect on lessons learned through the fieldtrip. Each team member will be required to speak.

LEARNING OBJECTIVES:
• Collaborate with peers to plan and carry out field trip and complete assignments, using tools like work plans, code of collaboration, and evaluating own and peers’ performance.
• Evaluate farmers markets as a sustainable food option in the Phoenix Metro Area, drawing on information from class and from field trip experience.
• Identify factors that drive or encourage producers and consumers to make sustainable decisions related to food, the barriers they encounter, and what helps them - or could help them - overcome barriers to sustainable agriculture and healthy food.
• Reflect on what is gained by visiting the world in sustainability education.

Your work plan, itinerary, paper, peer- and self- evaluations, and participation in class discussion will be evaluated to determine how well you achieve these learning objectives.

REMEMBER:
• Field Trip Release Form and Photo Release Form
• Student Tutorial: Stakeholder Engagement
• Peer- and Self-evaluation Form