Instructionally Related Activities Report Form

SPONSOR: TRACYLEE CLARKE, PHD
DEPARTMENT: COMMUNICATION
ACTIVITY TITLE: **SANTA ROSA SERVICE LEARNING TRIP**
DATE (S) OF ACTIVITY: OCTOBER 16TH – OCTOBER 18TH, 2015

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY:

Students enrolled in ESRM/COMM/POLS 443: Environmental Communication, participated in a 3-day (2 night) trip to Santa Rosa island (16 students total benefited from this IRA grant). While on the island, students participated in an ongoing service learning project where they gathered seeds and repaired fencing for an ongoing trail restoration project on the island. They also engaged in the development of an outreach plan focused engaging the Latino/as community in initiatives related to the Island. Students related their experience to class content and readings both during and after the trip.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

Four particular course SLOs relate to the Island experience:
Identify the benefits and challenges of collaboration in resolving environmental disputes,
√   Demonstrate the importance of civic engagement and advocacy as it relates to environmental communication and behavior;
√   Explore the interplay between culture and nature as well as the charges and implications of environmental justice;
√   Articulate a critical perspective on local/global environmental issues and contemporary events by examining the rhetorical mechanisms used in oral, written, and visual arguments about the environment;
√   Identify the role of the media in shaping perceptions about the environment, consumption patterns, and environmental risk.

Through discussion and experiential learning opportunities, students were able to directly assess how engagement in community issues creates ownership of policy that impacts our environment. Specifically they were able to contextualize how to better engage various underrepresented communities.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

The strength of this activity is the opportunity for students to "be outside" as they contemplate how to better engage communities that do not have this opportunity.

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

Logistics of getting students to balance their many demands so they could clear their schedules and have this opportunity.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

I would like to better prepare students for their experience by having a pre and post activity related to community engagement.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

The critical nature of experiential learning to help students understand how science, culture and interests impact policy development and community engagement.

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

Students were required to link their experience in a 5-page assessment/reflection paper. Typical comments spoke to a better understanding of the issues relating to community/stakeholder perspectives of the future of the Island. Many students have never had an experience like this before and through their comments, it is obvious this experience was one of the most profound experiences of their academic career.

8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

Grant money paid for the boat-trip to the island, lodging, and food for 17 people for three days.

B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST (PERSONALLY IDENTIFIABLE INFO REMOVED)

See attached document.

C. PLEASE INCLUDE UP TO 6 IMAGES AS ATTACHMENTS TO YOUR EMAIL SUBMISSION

See attached images.

Communication IRA (14 Participants)

Tracylee Clarke (faculty)
Taiana Fakatoufifita
Taylor Herring
Brent Jenson
Rachel Mars
Jenna Miani
Andrew Porras
Alex Spadoni
Cordell Tarrant
Gina Yablow
Dominykas Ablingis
Ana Alfaro
Jordan Briers
Genessee Cervantes