



**INSTRUCTIONALLY
RELATED
ACTIVITIES**

C H A N N E L
I S L A N D S

Proposal # 666

Instructionally Related Activities Report Form

SPONSOR: TRACYLEE CLARKE, PhD

DEPARTMENT: COMMUNICATION

ACTIVITY TITLE: SANTA ROSA SERVICE LEARNING TRIP

DATE (S) OF ACTIVITY: MARCH 27TH – MARCH 29TH, 2015

Please submit via email to the IRA Coordinator along with any supporting documentation at david.daniels@csuci.edu within 30 days after the activity. Thank you for your commitment to engaging our students!

A. ADDRESS THE FOLLOWING QUESTIONS:

- (1) PROVIDE A DESCRIPTION OF THE ACTIVITY;
- (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
- (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
- (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?
- (5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
- (6) WHAT DID YOU LEARN FROM THE PROCESS?
- (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)
- 8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

C.IMAGES FROM ACTIVITY:

Finally, attach to your email up to 6 images demonstrating student participation (under 2 MB total) with captions/titles. Please attach these photos in .JPEG format directly to email. Thank you!

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY:

STUDENTS ENROLLED IN ESRM/COMM/POLS 450: ENVIRONMENTAL CONFLICT RESOLUTION, ESRM CAPSTONE (DR. LINDA OHIRAK) AND BUS INDEPENDENT STUDY (DAX JACOBSON) PARTICIPATED IN A 3 DAY (2 NIGHT) TRIP TO SANTA ROSA ISLAND (30 STUDENTS TOTAL BENEFITED FROM THIS IRA GRANT). WHILE ON THE ISLAND, STUDENTS PARTICIPATED IN AN ONGOING SERVICE LEARNING PROJECT WHERE THEY CONDUCTED TRAIL RESPTORATION AT TWO SEPARATE TRAI SL ON THE ISLAND. THEY ALSO ENGAGED IN A MANAGEMENT PLAN MOCK COMMUNITY MEETING TO BETTER UNDERSTAND THE COMMUNITY INTERETSS RELATED TO THE ISLAND. FINALLY, STUDENTS HELPED IMPLMENT A GPS GRADE SCHOOL MODLEING ACTIVITY. 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?

THREE PARTICULAR COURSE SLOs RELATE TO THE ISLAND EXPEIRENCE:
IDENTIFY THE BENEFITS AND CHALLENGES OF COLLABORATION IN RESOLVING ENVIRONMENTAL DISPUTES,

- ✓ IDENTIFY VARIOUS PROCESSES AND MODELS OF ENVIRONMENTAL DISPUTE RESOLUTION AND THEIR APPROPRIATE APPLICATION,
- ✓ EXPLORE THE CRITICAL INTERPLAY BETWEEN SCIENCE, POLICY AND TECHNOLOGY AS IT RELATES TO DISPUTE RESOLUTION PROCESSES, AND,
- ✓ COMPREHEND THE ROLE OF CIVIC ENGAGEMENT TO ADDRESS ENVIRONMENTAL CONFLICT.

THROUGH DISCUSSION AND EXPERTIENTIAL LEARNING, STUDENTS WERE ABLE TO DIRECTLY ASSESS HOW ENGAGEMENT IN COMMUNITY ISSUES CREATES OWNERSHIP OF POLICY THAT IMPACTS OUR ENVIORNMENT. THEY ALSO LEARNED FIRST HAND HOW SCIENCE, TECHNOLOGY AND POILICY INTERPLAY TO IMPACT HOW POLICY DECISIONS ARE MADE.

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

THE STRENGTHS OF THIS ACTIVITY IS THE OPPORTUNITY FOR STUDENTS TO “BE OUTSIDE” AS THEY CONTEMPLATE HOW POLICY DECISIONS IMPACT OUR ENVIRONMENT.

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

LOGISTICS ARE ALWAYS A CHALLENGE ON EXPERTIENTIAL FIELD TRIPS. I WOULD WORK MORE CLOSELY WITH THE ISLAND PERSONNELL TO MAKE SURE THE STUDENTS WERE BETTER PREPARED FOR THEIR EXPERIENCE ON THE ISLAND. AS WE ARE STILL I THE PROCESS OF NEGOTIATING WHAT THAT EXPEIRENCE LOOKS LIKE, I WILL BE MODIFYING FUTURE TRIPS.

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



**INSTRUCTIONALLY
RELATED
ACTIVITIES**

**C H A N N E L
I S L A N D S**

I WILL HAVE A PRE-TRIP ASSIGNMENT TO BETTER PREPARE STUDENTS FOR THEIR EXPERIENCE. THIS WILL NOT ONLY MAKE THEIR EXPERIENCE RICHER, IT WILL BETTER PREPARE THEM TO ENGAGE ON THE ISLAND. I WOULD ALSO LIKE TO HAVE THE STUDENTS MAKE A STRONGER LINK BETWEEN WHAT THEY ARE EXPERIENCING AND CLASS CONTENT. WE DISCUSSED IT ON THE ISLAND AND IN FOLLOW-UP DISCUSSIONS/REFLECTION PAPERS BUT I WOULD LIKE TO CREATE AN ASSIGNMENT THAT ENGAGES THEM MORE FULLY.

(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.

(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 AN ASSESSMENT/REFLECTION PAPER. TYPICAL COMMENTS SPOKE TO A BETTER UNDERSTANDING OF THE ISSUES RELATING TO CONFLICTING COMMUNITY/STAKEHOLDER PERSPECTIVES OF THE FUTURE OF THE ISLAND. THEY ALSO FOCUSED ON HOW SCIENCE AND CULTURE INTERACT TO CREATE A CHALLENGING DYNAMIC FOR POLICY DEVELOPMENT. 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.

I WAS FORTUNATE ENOUGH TO BE ABLE TO SHARE MY GRANT WITH TWO OTHER PROFESSORS AND THEIR STUDENTS: DAX JACOBSON, BUSINESS AND LINDA O'HIRAK, ESRM (TOTALLYING 31). GRANT MONEY PAID FOR THE BOAT-TRIP TO THE ISLAND, LODGING, AND FOOD FOR 31 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.



California State
University

**INSTRUCTIONALLY
RELATED
ACTIVITIES**

C H A N N E L
I S L A N D S





California State
University

**INSTRUCTIONALLY
RELATED
ACTIVITIES**

C H A N N E L
I S L A N D S

