



KIIS Italy, Summer 2020

EDU 400 Topics: Experiential Learning in Italy

Instructor: Dr. Ilona Szekely

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Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description:

Using our experiences in Italy as our muse, this course will take a close look at the concept of studying abroad and how it can be enhanced through various teaching and learning practices. What techniques and pedagogies are most effective in learning from a foreign culture? How can students from public school to university, best develop certain skills, sensitivities, and understandings from their engagement in the Italian environment? The Italian immersion will encourage discussions and debates of social and community issues observed, including global education, multi-cultural concerns, and environmental preservation.

This course will be built around a number of learning practices, which allow students to explore the culture in depth as they also reflect on the effectiveness and appropriateness of different pedagogical methods. Aspects of studying experiential learning will include place-as-text, light reading and sketchbook-diaries. Students will be involved in all aspects of formulating and developing plans for a culminating creative project. Participants' journeys and observations will build a lifetime of understandings and resources to inspire future careers.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS creates and offers high-quality education abroad programs for students from diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help transform students into global citizens who have personal and professional skills for lifelong enrichment. We strive to go beyond generalizing headlines and outdated cultural clichés to help foster a nuanced appreciation of the world in which we live.

Students participating in KIIS Study Abroad programs aim to:

- 1) Articulate the relationship between ideas, experiences, and place;
- 2) Develop tools to engage with diverse people in the local cultures; and,
- 3) Explore other peoples' values and clarify their own.

In the equivalent of one, single-spaced typed page, reflect on:

How has this experience made you think – or act – differently about the world around you? Please consider the 3 SLOs discussed. Please don't consider course content in your response; instead, think beyond it, and be as specific as possible.

3. Course Objectives and Specific Learning Outcomes:

- This course allows students to gain an understanding of techniques and pedagogy that will help them learn from a foreign culture.
- This course asks students to develop skills and a sensitivity to understanding from engaging in the Italian environment.
- The course occasionally utilizes the Place-as-Text approach, which allows students to take an active role in the direction of their learning. Students learn to work effectively in small groups, improve their oral presentation and analytical skills, and heighten their confidence and leadership abilities.
- The course introduces students to the art and culture of Italy as informed global citizens. Techniques and pedagogies will be explored so that we are informed by Italian culture in our own future practices.
- Classes are a mix of conversation and exploration. We share knowledge, personal insight and responses in a free and open, friendly, caring and respectful learning environment.

On average, there are two hours of instruction per day in the form of excursions to artistic and cultural sites, for a total of forty contact hours over the term. Almost all meetings are conducted on-site at destinations in the cities and towns that are visited by the program.

4. Major Topics covered in the Course:

In this traveling course you will:

-Discuss how you can transport your newly discovered experiences to your school, studio, or classroom.

-Create your own art in museums, historic palaces, interiors and architecture, as well as visually examine magical plazas, enigmatic streets, and unique outdoor environments.

5. Fulfillment of General Education Requirement:

6. Required Readings and Materials:

Week #1

<https://www.understandingitaly.com/education.html>

http://www.indire.it/lucabas/lkmw_img/eurydice/quaderno_eurydice_30_per_web.pdf

<https://www.tandfonline.com/doi/abs/10.1080/21683603.2018.1443858>

<https://www.educazioneglobale.com/2017/12/the-italian-education-system-explained-to-english-speaking-expats/>

<https://www.italymagazine.com/featured-story/back-school-10-things-you-should-know-about-italian-school-system>

Week #2

D'Epiro, P., & Pinkowish, M. D. (2001). *Spezzatura: 50 ways that Italian know-how shaped our world*. New York: Anchor Books.

Spezzatura 14, 26, 33

Spezzatura 19, 23

Spezzatura 16, 42

Week #3

<https://amshq.org/About-Montessori/History-of-Montessori>

Spezzatura- 44

Wilson, A. H. (September 06, 1982). Cross-Cultural Experiential Learning for Teachers. *Theory into Practice*, 21, 3, 184-92.

<https://www.tandfonline.com/doi/abs/10.1080/00405848209543004?journalCode=htip20>

Week #4

TBA based on your projects and our class discussions.

7. Graded Assignments:

Bring a journal/sketchbook

*This will be a personal space and you can choose to only share with me or with the entire group.

- ⇒ You don't have to have amazing drawing skills but we will attempt to take a moment where ever we are to make a few visual and written notes.
- ⇒ -Collect items to add to our memories.
- ⇒ -We will discuss and document how you can use this experience in your art, teaching, museum work, or art therapy.
- ⇒ We will develop daily questions and ideas that you will then expand upon in your journal.
- ⇒ You will read the articles given and respond to them both in class and in your journal.

Place-as-Text Exercises. For each of your two exercises, you join a small team and study a particular site utilizing the Place-as-Text approach. This involves four steps: mapping the site; observing individuals, conditions, activities, etc., while listening attentively and interacting with people as appropriate; reflecting on the situation in light of prior knowledge and newly gathered information; presenting your team's findings in an informed and well-organized oral report of 10-15 minutes.

Class Participation. You will be evaluated throughout the semester as to your preparedness for class and involvement in discussions. Attendance at all class meetings is mandatory, and you are expected to complete assigned readings as they are due and contribute regularly

to class discussions. Students with learning disabilities or any other difficulty that might prevent them from fulfilling the course requirements should speak with the instructor early in the term. Together we can consider alternative methods of evaluation and make special accommodation as necessary.

Final ideas you will choose from :

**I will ask that you submit a 1-2 page project proposal after the first week of class.

- Create a series of lesson ideas for your classroom (with a 1-2 page paper)
- Create a series of visual works (drawing, paintings, photo...) based on our experiences. (with a 1-2 page paper)
- Write a 6-8 page paper about the education system in Italy possibly comparing it to America or another country. Another topic might be how students are trained in art school in Italy vs America.
- Create a general guide for children or adults to the museum based on our experiences. (with a 1-2 page paper)

8. Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

9. Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Office Manager, Haley McTaggart, haley.mctaggart@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Office Manager, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program. If you require any accommodations abroad, you must provide KIIS Office Manager, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will contact your KIIS Program Director and/or Faculty after we have received

your above accommodation letter. In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

10. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Andrea Anderson (270-745-5398 / andrea.anderson@wku.edu) or WKU's Title IX Investigators, Michael Crowe (270-745-5429 / michael.crowe@wku.edu) or Joshua Hayes (270-745-5121 / joshua.hayes@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eoo/documents/titleix/titleixbrochure.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.