

The Merits of Adding Field Trips to College Courses

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An important focus in teaching college students is finding a way to more clearly link the students to the topics under discussion throughout the course. There is high value in adding various field trips to college courses which will then link to key course content while broadening the students' learning. Field trips allow students to witness first-hand how certain policies have been enacted by various organizations in the specific topic under discussion in a particular segment of the course. It has been said that "students that engage in learning experiences outside of the classroom report having higher levels of motivation, recall the course material more vividly, and have improved academic performance in the class" (Ryan and Deci, 2017). As such, students can notice the impacts of these local issues discussed in the course and often have the opportunity to speak with organizational experts in the areas under discussion. They can ask their personal inquiries which they may have obtained through readings as well as in class discussions. This in turn improves the retention of classroom information and readings, as well as relating to the students' own experiences.

The key is to determine what is the best way to teach the important information found in the course syllabus. Most courses can be adapted to field trips that focus on the primary topics. These can be related to local government, non-profit organizations, educational institutions, leadership in the private sector, etc., but often need to be re-focused on how to best portray

essential information needed by the students. Since college courses focus on how key issues are developed and resolved, field trips can also specifically show how issues can impact local residents, communities, organizations and institutions.

The key to field trips is their active use as linkage to experiential learning. Bonwell and Eison (1991) discuss active learning – or variations referred to as interactive instruction, experimental learning, or learning by doing has resulted in positive learning outcomes. This includes first-hand observation, participation, personal discovery, reflection, discussion, with guest lectures on sites. The field trip sites themselves serve as classroom, text, and subjects of inquiry. No longer do college students need to be sedentary for every class to learn. With the addition of these field trips, they become able to experience first-hand many of the discussion points of the course. They can observe them experientially, and they can ask meaningful questions to the organizational field contacts who they are meeting, along with the students directly observing the key topic elements being discussed. The intended educational outcomes of field trips focus on the following five areas (Behrendt and Franklin, 2014):

1. Developing social and personal skills
2. Developing observation and perception skills
3. Adding relevance and meaning to learning
4. Providing first-hand real-world experiences
5. Enhancing intrinsic motivation and interest in the subject

A successful and quality course with field trips requires teacher preparation and a plan for interaction. As a result, it is essential that the faculty discuss with the students the purposes of the field trips, the nature of what they may find, and preparation needed in advance. After each of

the field trips, students can share their experiences of course-related ideas generated from the visits/trips.

As students meet in smaller groups or teams on key issues, either in the field sites or in the classroom, they can better understand how these field trips issues linked into their interests or needs. With field trips, students seem to better understand the critical issues that have arisen in class. Site visits help improve knowledge of what external stakeholders feel, believe and act upon. Topics can be more clearly connected from class to key real life examples. It then may be easier for students to work in teams or small group projects to identify alternative solutions as they visit and review the area or topics under discussion.

Another benefit is the opportunity to meet with professionals in various formats --- in their office, at a committee meeting, during a press conference, or in a one-on-one discussion to observe first-hand critical key issues that would not be possible without a field trip to the area(s) or the organization in question. This does “provide opportunities and encouragement for students to engage in discussion with adults” (DeWitt and Storksdieck, p. 191) in the field. This method reduces the time students are “cooped up” (as some would say) in a classroom hearing another commentary on an abstract notion of part of the course topic. Student teams then have the opportunity to work together as they observe and view the real issues under discussion. Just hearing about something is far less retainable than seeing it directly first-hand. Concepts are retained far longer as the students actually observe the real issues or key factors involved. Field trips also provide unique opportunities for learning which are not available within the walls of a classroom. However, the students then begin to see how what they learned within the classroom walls can help solve the problems they see in the world around them. These trips were structured to have the students learn how the key parts of the sessions linked to

the actual course itself and to be flexible due to organization time and location. None of these students had handicap needs in this discussion, but prearrangements could have been easily arranged.

Literature Overview

While there have been many articles written on the use of field trips in classes, too often these focus on either (1) high school or younger elementary students going on nature-focused field trips or (2) taking students only to view museums. These include: DeWitt and Storcksdieck (2008), "A short review of school field trips...", Kisiel (2005), "Understanding elementary teacher motivations for science fieldtrips"; Berer (2016), "The benefits of learning through field trips" (2016); and Djonko-Moore and Joseph (2016), "Out of the classroom and trips into the city: The use of field trips as an experiential learning tool in teacher education" (2016). As Zeichner (2010) states, "Research has clearly shown that field experiences are important occasions for teacher learning rather than merely times to demonstrate or apply things previously learned" (p. 91). Again, the narrow focus with these is only on university-based preservice teacher education or by young children taking tours.

While these trips can be useful to K-12 students, the focus on college courses is to understand how key topical issues are developed and resolved. In addition, it is important to determine how these issues greatly affect residents, communities, businesses, and institutions. Field trip experiences, being a form of experiential education, can be widely used to enhance higher education student learning. It is a form of expanding the course materials for students which can "connect between each organization and their own academic major" (Dardig, p. 25). This experiential education is a strategy that provides concrete learning experiences to help students improve their deeper understanding of a topic. It has been shown to transfer previous

knowledge and unique new knowledge (Marcus, 2008). Therefore, this experiential education makes for a much stronger connection to the course content, and it provides a much deeper understanding of the actual course objectives. The theory behind this concept is based on Kolb (1984) and his 4 modes of learning, as follows:

- CE Concrete Experience (ability to be involved in new experiences & make observations with no bias)
- RO Reflective Observation (ability to observe & reflect on experiences from different perspectives)
- AC` Abstract Conceptualization (ability to create concepts that integrate observations into logically sound theories)
- AE Active Experimentation (Use knowledge to solve complex problems)

Students often need to form partnerships with a few others in the class as they consider working on issues in teams (Eitel, 2018). This can help them form contacts for future endeavors in other courses, or eventually their careers, and can assist them to develop appropriate responses to team or group projects through the interactions as students meet at visitation sites or engage other stakeholders. As McLoughlin (2004) states, “The goal of any field trip is to be a well-managed and motivational experience that also serves as an effective curricular learning tool” (p. 160). DeWitt and Storkdieck (2008) state that field trip offerings should offer multiple learning opportunities, take advantage of the unique qualities of the setting, be based on exploration discovery and process skills, and lastly, support embedding the field trip into the course curriculum.

Learning by doing involves active participation in a planned event, its analysis, and its reflection on the experience. This also means students are more engaged in the activities, doing

more than just listening, by taking a more active role. Smart and Csapo (2007) observe, “A student’s active involvement in the learning process enhances learning”(p. 451). Smart and Csapo also state a 4-step learning process is useful as a framework to implement experiential learning such as: (1) experience an activity with others and have a shared reflection with them; (2) reflecting to obtain meaning from the activity; (3) generalizing where learners can make their own connection and patterns in their own experience; and (4) applying means students can work to make the meaning linked to their own specific experience.

As Kolb and Kolb (2005) state, “Experiential learning is a process of constructing knowledge that involves a creative tension among the four learning modes that is responsive to contextual demands. This process is portrayed as an idealized learning cycle or spiral where the learner “touches all the bases” – experiencing, reflecting, thinking, and acting – in a highly recursive process that is responsible to the learning situation and what is being learned. Immediate or concrete experiences are the basis for observations and reflections” (p. 3). They continue, “A growth-producing experience in the philosophy of experiential learning refers not only to a direct experience related to a subject matter under study, but also to the total experiential life space of the learner. This includes the learner’s physical and social environment and quality of relationships” (Kolb and Kolb, 2005, p.16). Thus, field trips as a form of experiential learning creates an immersive experience that encompasses the students’ course work and field work.

Application of Field Trips Methodology to College Courses

This study is unique as it examines the value of including field trips in 7 different college courses taught at the undergraduate level and the graduate level, in the U.S as well as abroad, totaling 18 actual course offerings. There was no teaching difference between the focus

of the undergraduate and graduate courses. The intent was to improve the understandings of ideas, concepts, and basic knowledge of the important materials studied in these courses. The purpose of illustrating such a breadth of courses containing field trips in both graduate and undergraduate courses is to demonstrate that the results were essential to the important learning of these students. Trips were held during the actual class time, and no weekends were used.

One set of these offerings focuses on an undergraduate course taught four different times over a 10-year period with a total of 111 first-semester private university students. The second set focuses on three different public university courses totaling 192 students taught at the undergraduate level. The third set includes 2 graduate level courses taught abroad by the author for a total of 95 students at a private university. In addition, the data focuses on one other public university graduate course totaling 36 additional students. The combined number of the students taught discussed here equals a total of 434 students with 11 different college majors listed in Table 1. This is provided to demonstrate the spread of student backgrounds who participated in these field trips, again demonstrating the importance of including field trips in both domestic and international courses. There is not much difference between field trips in graduate vs. undergraduate courses – except for the level of discussion during and following the field trips. Again, there was no difference between courses taught at the private university and those taught at the public university, as the rationale and results in adding field trips to these courses were the same. In terms of transportation, domestic courses had students find their own way to the sites, but internationally, the students had all transportation arranged by the instructor.

Table 1

Student Majors Represented in Courses with Field Trips

<i>Understanding Global Sector</i>	<i>Urban Policy Process</i>	<i>Explore Lakefront Shoreline</i>	<i>Urban Gov. External</i>	<i>Leadership and Management</i>	<i>Strategic Planning Solving Urban Challenges</i>	<i>Urban Gov. Internal</i>
<i>n=58</i>	<i>n=93</i>	<i>n=111</i>	<i>n=78</i>	<i>n=37</i>	<i>n=36</i>	<i>n=21</i>
Master of Public Admin (58)	BA Public Policy (65)	Commerce (57)	BA Public Policy (78)	MA Mgmt. Community and Vol. Service (19)	Master of Public Admin (13)	Public Policy (21)
	BA Urban Studies (28)	Theater (11)		Master of Public Admin (19)	MA Urban Planning (5)	
		Arts and Science (27)			BA Public Policy (18)	
		Education (3)				
		Comm. (3)				

The key element of these courses was the inclusion of field trips in each course taught by the author (see Table 2). The author had personally visited the field sites and contacted each of the site speakers in advance, so these individuals would understand the nature of the visit and the reason why their organization or field site was a key focus of the course. Also discussed with the site speakers was some of the backgrounds of these students and the importance of the course in the scope of the course. Part of each course involved field trips that dealt with social, political, economic, and/or environmental and cultural contexts of the subjects under discussion. In each course, the use and beneficial nature of field trips were discussed at the very first class session so

all students knew the importance of attending them and providing “some background for participating in this academic experience” (Dardig, p. 26). Interestingly, the student surveys revealed that many students have never been required to go on a college class trip before. Table 2 below includes the name of the course, how many times it was taught, the total number of students in the course, the number of field trips taken, as well as the location of the field trips.

Table 2

College Courses Field Trips Discussed in This Study

Private University

Undergraduate Level

COURSE A

Chicago Lakefront: Its Political, Social, Economic, and Environmental Contexts- Threats and Opportunities – taught 4 times = 111 students; # of Field Trips = 6 each course; taught on the quarter system

3 Different Site Visits to Lakefront beach areas

Visit area first time, review contexts, complete student analysis form

Visit new area, famous Yacht Club, review economic context

Visit different area, including large museum, review environmental threats

Other Visits

Federal Engineering Agency to review technical and political contexts

City Transportation Department to review local perspectives

USEPA to review various lakefront issues

International Graduate Level

COURSE B

Understanding The Global Public Sector – Impact and Influence of the European Union and NATO – taught in Brussels - 4 times = 58 students; # of Field Trips = 10 each; taught during one week abroad

EU Commission Offices: Foreign Policy and Security Issues

Largest Hospital in City - Policy Office Issues

European Parliament HQ Office – Lobbying and Enlargement issues

Parliamentary Committee Meetings (students select 1 of 4 meetings)

NATO Headquarters – 4 briefings

Guided Walking Tour of European Quarter – Urban Development

Public Centre for Social Well-being

CARE International Headquarters
Organization Helping Women Find Jobs (*Women and Wrekin*)
Students select one from 5 nonprofit organizations in the City for briefing

COURSE C

Leadership and Management – taught in Dublin, Ireland – 1 time = 37 students; # of field trips = 4; taught during one week abroad

Ronald McDonald House Charity of Ireland
Discuss Leadership in Foreign Affairs at The Irish Parliament
Visit Chair, Select Committee of European Affairs in the Dail and Fine Gail
Discuss Issues with Human Resources Manager, Dublin City Council

Public University

Undergraduate Level

COURSE D

Introduction to Urban Policy Process – taught 4 times = 93 students; # of Field Trips = 9 each; taught on the semester basis

State Transportation Agency on Transit Policies
City Housing & Economic Development Office -Tax Increment Financing
Metropolitan Agency for Planning on New Regional Framework Plan
County Clerk Office on Role in Government Processes
County Forest Preserve Board Meeting on Policy Concerns with Citizens
Council on Global Affairs on Broad Policy Improvements
Federal Engineering Agency on Impact on Urban Policies in Region
Alliance for the Great Lakes on Role of Water Policy Advocacy
City Housing Authority on Rule Changes

COURSE E

Urban Government – Internal Environment I – taught 1 time = 21 students;
of Field Trips = 3; taught on the semester basis

Metropolitan Agency for Planning to Discuss Regional Plan Agreements
Federal Engineering Agency on Impact on Urban Policies in Region
City Housing Authority on Implementation of Policies

COURSE F

Urban Government – External Environment II taught 2 times= 78 students;
of Field Trips = 5 each; taught on the semester basis

Metropolitan Planning Council on How It Interacts to Solve Policy Issues
City Hall – Housing & Economic Development on Sustainability Role
Federal Emergency Management Agency on Crisis Collaborations
Alliance for the Great Lakes on International Water Policy Advocacy

Nonprofit organization using partnerships to help the unemployed

Graduate Level

COURSE G

Using Strategic Planning For Solving Urban Challenges – taught 2 times = 36 students; # of Field Trips = 4 each; taught on the semester basis

Metropolitan Strategies on Levels of Regional Planning
City Housing Authority to Discuss policy Implementation
Nonprofit organization using partnerships to help the unemployed
The Alliance on Making Homelessness History

Connecting Students to Learning

In each class following a field trip, time was devoted to a brief overview of the “lessons learned” by the students from the specific field trip just taken with the students sharing their views. Kolb and Kolb (2005) state, “Learning is best conceived as a process, not in terms of outcomes. To improve learning in higher education, the primary focus should be on engaging students in a process that best enhances their learning - a process that includes feedback on the effectiveness of their learning efforts” (p. 194). In addition to hear student feedback, it was important to have students work in small groups because students could ask more questions, do more hands-on work, and become more involved specifically with the program – all conditions which should contribute to learning. In the courses listed above, students were observed sharing experiences and key issues constructively with each other during the visits as well as after these trips. This use of small groups allowed students to easily ask each other questions as well as to the class and become much more engaged with the course.

Some of the ways to connect a class to the field trips included group projects, team assignments, student logs, student partnership presentations, and a final project paper which provided a focus on their critical thinking skills. These papers would include items they observed, evaluated, and linked to some of the problem-solving findings.

The field trips exposed students to new experiences and increased their interest and engagement in the course topic. Requiring student teams to document their field trips through taking a cluster of photos, by camera or cell phone, was another way of engaging students during the field trips as students shared their information with their specific team members and included these in any classroom projects. All of these activities were possible in these courses because of the field trips.

Organizational Benefits of Student Field Trips

Even the organizations involved in working with the students on these field trips gained immeasurably from meeting with the students. Organizations are glad to spread the word of their values and mission statements to other individuals. Many also see this effort of spreading their work information to others as a form of advertising to potential donors via fundraising events. Most of these organizations provided hand-outs to the students as they briefed them to provide additional information regarding their particular organization. Thus, not only did the visits benefit the students, but they were beneficial to the organizations involved as well.

Meeting with various organization speakers can also serve as an “informational interview” for students who are interested in that field for internships or later apply for work or to maintain contacts for future career advice. Students can observe how people act at that site and how they dress. Students also learn the different styles of presentations used by site speakers, as well as observe areas and processes they would never see or learn about otherwise.

Student Responses

Students responded in each course with feedback that they experienced much greater value in the approach that was used throughout these college course due to the addition of the field trips. Effective outcomes from these approaches included (1) increased motivation to dig

deeper into a special topic, (2) having a site speaker spark curiosity to enroll in additional related courses, and in some cases, (3) increased motivation to pursue a related career to the course topic and approach. These field trips provided students with motivational experiences related directly to the topic being discussed in the programs.

Three types of qualitative field research were performed by these students during their field trips. These were direct observation, participant observation, and qualitative interviews. In the direct observation method, the data are collected by observation. In this method, the behavior or outcome of situation is not interfered with in any way by the students. The advantage of direct observation is that it offers contextual data on people, situations, interactions and the surroundings. This method of field research is widely used in a public setting or environment. In the participant observation method, the students are deeply involved in the research process, not just purely as observers, but also as participants. In this case, the researcher gets involved in the discussions and can focus the direction of the discussions. The qualitative interviews were either informal and conversational, semi-structured, and open-ended, or a mix of all three. This provided a wealth of data to the students that they can sort through. These also helped collect relational data.

These methods of data gathering also provide unique opportunities for learning that were not available within the walls of a classroom. Each course was developed with projected unique experiences to be observed by the students, including keeping a variety of options open to adapt to various issues, changes or opportunities. Planning the activities to meet curriculum goals and to take advantage of unique settings was highly useful to the students' involvement. Discussions found that these field trips offered all the students unusual cultural learning experiences by having them broaden their understanding of the topic and, more generally, develop a deeper

interest in the classroom subject's focus in the 'real world'. Being immersed in these 'real world' experiences and sharing ideas among other classmates helped students to understand topics better and how to engage in key issues. Still held in focus was the time constraints in each field trip class to be certain that students did return back to the domestic campus in time for other courses or activities. This was not an issue with international field trips.

Conclusions

There are a variety of ways for faculty members to implement this field trip approach within their courses. First, consider checking the focus of the course to determine what should be the field trip opportunities related to the topics to be covered. Second, review various sites in the reasonable area which could be useful for visit locations, based on (1) the organization's mission statement or the (2) linkage of the course to the local environment. Each course most likely has some linkage to the future professions of the students. This could be another key connection to which field trips are selected for the course.

Intensive planning is an essential component of field trips. Faculty need to be ready to arrange these types of activities before or during their field trips. The domestic trips included the following: a variety of unique multiple walking visits to the site focus areas some distance from the classroom, visits to several different federal agencies to discuss first-hand the roles the agencies played at these sites, and local government organizations to understand the techniques used by them to obtain their perspectives on how their actions should be involved in these study areas, as well as key non-profit organizations. The international field trips focused on non-profit and government organizations which help individuals in time of need, to various organizations that assist countries in managing security, to how these organizations affect residents' daily lives, and a greater opportunity in learning about a variety of world events

In addition, the field trips helped students understand how these issues become developed, as well as the reasons why efforts to resolve these issues can greatly impact residents, communities, businesses and institutions. Students were encouraged to actively engage with the site-specific individuals in order to help further understand the key elements of the main parts of the various trips.

Personally, in my more than 40 years of experience working in the private sector, government agencies, non-profit organizations, as well as teaching at universities domestically and abroad, I can truly understand how these field trips provided excellent linkage to each of topics these courses covered in this article. This approach truly enhances the learning of the courses' key points through discussion, direct observation, and direct listening. Students were given in-class sheets that provided space for them to write down what they believed were key targeted information during each field trip. Students reported that they found the field trips to be highly desired and aimed toward their future goals and knowledge bases. In addition, requested feedback from the site visits key organization individuals were used to continuously improve the experiences.

If any lessons were planned about field trips, these were to have students focus on these trips as real opportunities to gain unique knowledge for linkages to their futures regarding the usefulness of their field trips. In analyzing student responses to these courses, I found that many of the students specifically provided strong unsolicited feedback regarding this usefulness. Some of the key words about the field trips frequently used in their comments included the following: beneficial, useful, invaluable, great experience, and helpful in learning so much. Table 3 demonstrates the percentages of how many of these students focused on the importance of the field trips in their unsolicited feedback.

Table 3

Percentage of Total Students Providing Unsolicited Feedback on their Field Trips

<i>Understanding Global Sector</i>	<i>Urban Policy Process</i>	<i>Explore Lakefront Shoreline</i>	<i>Urban Gov't.- External</i>	<i>Leadership & Management</i>	<i>Strategic Planning & Solving Urban Challenges</i>	<i>Urban Gov't Internal</i>
19%	26%	25%	11.5%	22%	19%	33%

The “bottom line” in this analysis is that field trips are extremely useful in teaching college students key information needed during their targeted learning activities at all levels of education. The actual unsolicited verbatim student feedback regarding the usefulness of each of the field trips at the course conclusion are listed in Appendix A. These comments illustrate some of the valuable findings students had about the use of field trips in their college courses and why field trips play such an important role in college courses.

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APPENDIX A

Students Unsolicited Quotes on the Value of their Field Trips in These Courses

Course A – Explore Lakefront Shoreline

- Field trips were extremely valuable in understanding issues of interest
- We made many future contacts through our numerous field trips
- After my fellow students went on a field trip, we would discuss the diverse key Issues uncovered on the trip
- It was great to meet with experts in the areas of discussion and ask first-hand key questions which we students asked related to the course
- Field trips showed me different types of ethnicities really can work together
- I would have never understood key course issues if it was not for the field trips
- The field trips showed me many things that I never would have expected to exist
- Field trips illustrated how the areas affect our daily lives
- My knowledge of the area has improved significantly due to the many field trips
- It was surprising to see that the field trips were informative as well as interesting
- Each of the many field trips were informative and interesting
- We witnessed the various contexts which were or will be discussed in class
- It was great to explore in-depth a large natural habitat we glance at every-so-often
- The trips gave our class opportunities to explore areas we had not known about
- The best part of the course was getting outside the class to go on field trips
- Wish we could have taken more field trips, they were great (*plus 3 more of same*)
- Field trips showed most interesting sites

- Made friends during field trips and organization visits
- It was great to summarize the field trips the class took
- Field trips were most valuable to me
- We saw many different types of interesting areas on our field trips
- Saw field trips that impact our daily lives
- I learned more things that I hadn't before through the field trips
- As I went on field trips, my group talked about the diverse items we saw
- People we talked with at field organizations were helpful for future meetings

Course B - Understanding Global Sector

- Guided tours in urban neighborhoods and hearing about changes was useful
- Field trips to places such as EU Parliament and NATO HQ were of great interest
- Visits to several non-profit agencies was extremely useful to understand key international issues
- Field trips provided excellent in-depth views across any organizations visited
- As a result of the trips, we experienced real life issues facing foreign agencies
- Discussions with NATO officials were of great value in this field trip
- The walking tour of neighborhood changes were quite useful in understanding how the course linked to the "real" world
- Through our field trips we were able to meet with key "insiders" that many of the public never get to see
- Field trips resulted in us learning through invaluable opportunities of European immersion

- These field trips provided greater opportunities to learn about world events from different perspectives
- The site visits improved understanding the key issues, the stakeholders, and problems discussed during the course

Course C – Leadership & Management

- I learned much during meeting with elected officials at the Irish Parliament
- Our field trip interactions were extremely useful to link the course together
- Field trips led to cultural discussions with key international individuals
- It would have been better to have had additional field trips
- Field trips provided useful witnesses to various leadership models from course
- Interactions among different officials and staff helped understand many key Country issues
- Real life examples of leadership were demonstrated during our field trips
- A trip to a local top City University encouraged many of us to adapt to key parts of what that faculty member discussed as local inspired leadership

Course D – Urban Policy Process

- The interesting trips demonstrated real life applications of the course
- Field trips presented lots of information on the work of different organizations
- So much important information resulted from going on these field trips
- Field trips allowed meeting so many different people to learn about policies
- We observed how policy has really been enacted to see if it matched class discussions

- Field trips were very beneficial to us in this course (*14 more same responses*)
- The field trips enabled me to learn so much about key policy-making in organizations
- Helping to tie the course topics together was through the many interesting field trips
- Access to these many organizations via field trips was really outstanding
- These field trips were helpful in learning about real life issues in the Region

Course E – Urban Government - Internal

- Learned a great deal from our field trips
- These trips enabled me to see what has changed due to some agency efforts
- Contacts were made hopefully for the future in careers and ideas
- These field trips helped integrate some key topics from organization missions
- Well organized course with interesting and useful field trips
- I experienced much positive interaction with the connected field trips
- Field trips greatly helped in student participation and discussion.

Course F – Urban Government – External

- Field trips helped organized the key parts of the course
- The field trips provided opportunities to meet with local executives for contacts
- The field trips added well to the course learning results
- These field trips gave new perspectives on what were specifically learning
- Field trips provided some great examples of careers in urban studies policy
- So many field trips taught me so much
- Field trips were extremely beneficial to me during the course

- The course material was well integrated by using the field trips
- I had no idea that these organizations existed, much less their missions

Course G – Strategic Planning Solving Urban Challenges

- Linkage of real world knowledge was great by having these field trips
- Field trips did well to integrate the class issues
- I learned more than I thought from the field trips
- Field trips showed hands-on experience in course topics
- We seemed to participate more in the course when field trips are involved
- The field trips were amazing to experience
- Questions students got answered during field trips were useful to the course