

Stavros Constantinou
Instructional Redesign Portfolio

Section I. Instructional Context and Pedagogical Approach

This course, GEOG 3753.02: Geography of the European Union, is offered through the Department of Geography as an education abroad four-week course in Cyprus during the Maymester of the Ohio State University. I teach the course at Neapolis University, Pafos, Cyprus.

To date, I taught this course twice, during May 2018 with an enrollment of 9 students, and during May 2019 with an enrollment of 15 students. I am planning to offer it for a third time during May 2020.

The course meets daily Monday-Friday for two hours, for four consecutive weeks. Structured educational experiences are scheduled outside of instructional time, and often on weekends.

Course Description: Geographic factors in the economic, social, and political progress of European integration; major problems of the area in the light of their geographic background.

Prereq: Permission of instructor. Not open to students with credit for Geography 3753.01 (510)

Students will have the opportunity to study the regional and cultural geography of the European Union (EU) by spending four weeks studying on the island of Cyprus, a member of the EU and the Eurozone. The course is a combination of classroom lectures and structured educational experiences intended to reinforce and extend classroom learning. In addition to my lectures, students attend guest lectures by Cypriot EU experts and participate in presentations about economic issues during visits to the European Commission offices in Cyprus and the Central Bank of Cyprus.

I designed the course with three structured educational experiences which involve travel to various places in Cyprus. Given the expense, travel time, and the commitment required on the part of the numerous individuals who function as faculty and hosts, I want these experiences to be as valuable as possible to the students. As part of the redesign, I carefully reviewed the feedback from the 2018 students and refined each offering based upon that feedback. I also re-examined the purpose of each structured educational experience and modified each experience to maximize the degree of integration with the classroom content and learning objectives. This refinement is an ongoing process which incorporates student feedback and my observations as to the learning outcome of each experience.

I observed in 2018 that it was challenging for the students to arrive in Cyprus without any opportunity to socialize and interact with one another. A second issue was learning to integrate into the culture of Cyprus, especially in areas such as cuisine, language,

transportation, and local customs. A third issue was the lack of understanding of foundational geographic knowledge for the majority of students.

My goal was to accomplish three main objectives that led to this instructional redesign. I wanted to increase the comfort level of students embarking on this trip, as well as prepare them more fully to take advantage of the classroom and field experience once they arrived in Cyprus. I also hoped to improve their ability to connect the places they visited with the broader historical, socioeconomic, and geopolitical topics covered in class. Student achievement of the following course learning outcomes could be improved with this type of intervention:

Goal: Students understand how the island of Cyprus serves as a case example of the geographical processes explored in Goal A (Students understand the fundamental physical and human geography of the European Union).

Learning Outcome: Students will learn how to do the following:

1. Experience the physical landscape, cuisine, cultural traditions, and religious life of Cyprus.
2. Describe the diversity of natural and cultural landscapes of the island.
3. Explain the political issues facing the island and the underlying geographical explanations.

As noted in the literature on teaching and learning, these goals or objectives could be met by increasing student sense of belonging, providing resources and information in advance of the experience via peer-to-peer teaching or mentoring, and implementing student learning journals during the course.

Typically, I would evaluate these learning outcomes through student performance on exams, quizzes, as well as written reflections all students submitted at the end of the course. Comfort level of students before departure was mostly observational or captured anecdotally through student evaluations of instruction.

Section II. Development and Planning

The pathway for this Instructional Redesign was a Course Design Institute (CDI) for Education Abroad courses offered by Laurie Maynell, UITL Assistant Director and Coordinator for International Initiatives and Kelly Newlon, CFAES Director of Education Abroad, and OIA Education Abroad Specialist.

When I learned that the CDI course for Education Abroad was available in Spring, 2019, I believed that this course would allow me to enhance and possibly redesign Geog 3753.02: The Geography of the European Union Education Abroad course which I had offered for the first time in May 2018. I wanted to redesign the course so that it would be more student-centered, given that the students are living and studying in a foreign country. I wanted the course to be as meaningful and productive a learning experience as possible. One teaching challenge I

identified in 2018 was that I needed to make the material most relevant to students from diverse majors across the university who had limited or no geographic background.

By completing the Course Design Institute for Education Abroad courses, I had access to multiple resources about teaching strategies, student learning, effective teaching, and assessment. I know that I could reach out to the course facilitators, Laurie Maynell and Kelly Newlon, at any time for additional consultation and support.

After completing the course, I learned to think differently about the original course design. In my redesign, I utilized the following two evidenced-based strategies to make the course more student-centered and relevant:

1. Create rich learning experiences to expand the experiential dimension of student learning. I redesigned the three structured educational experiences to provide ample opportunities for students to observe so that they can experience the subject matter in a meaningful way.
2. Journal Reflections: I utilized the technique of journal reflections to offer the students opportunities to write a reflection on three themes of human and physical geography through content covered in class or places visited as part of the structured educational experiences.

In addition to the CDI, I attended an information session on IR offered by the institute before course delivery during summer 2019, and I consulted with Associate Director Melinda Rhodes-DiSalvo to develop informal pre- and post-course surveys and to consider how open-ended survey questions and journal reflections could be qualitatively coded.

Section III. IR Implementation

The Office of International Affairs (OIA) regularly schedules two pre-departure orientation sessions with the students enrolled in the course. In response to feedback from the 2018 students, I invited all available students from the 2018 class to attend the pre-departure orientation sessions to offer their observations, experiences, and suggestions to the 2019 students. The OIA held these meetings on March 1, 2019, and April 12, 2019, in Enarson Hall, and the agenda included information about emergency protocols, GeoBlue insurance, staying safe and healthy in Cyprus, communication, returning to the United States, luggage and travel, passports, local currency, OIA rules, and a written Group Expectations Agreement from me as Resident Director.

To enhance opportunities for student socialization and increase student comfort before departure, I invited all students (2018 and 2019 classes) to a joint dinner meeting at the Greek Restaurant, Elia, 14 E 11th Ave., in Columbus. The goal was to provide ample opportunities for the 2019 students to meet the two faculty resident directors and the 2018 students in a more informal, relaxed atmosphere. Students had the opportunity to sample Greek food in advance of the course, and to ask questions of the 2018 students and one another. The dinner lasted for two hours, with lively interaction among the students. Although initially there was some

level of reservation on the part of the 2018 students, by the end of the event, it appeared as if the students became more familiar with one another and they stated how much they enjoyed this event.

Predeparture session assessment

The pre-course assessment

A 10-item quiz to test knowledge of key aspects of Cyprus cuisine, culture, geographic location, currency. This quiz will prepare students for the information covered below.

Cultural highlights of Cyprus

Based on feedback from last year's group,

- Highlight significant cultural aspects of Cyprus.
- Present information regarding the local cuisine, especially those food items that differ from traditional Greek cuisine.
- Provide chapter reading by Sir David Hunt, "Introduction to the Food and Wine of Cyprus."

Joint dinner meeting with current students (2019) and 2018 students who participated in the course

Goal: To provide an opportunity for 2019 students to interact with 2018 students in a relaxed social environment to learn valuable information about the Cyprus experience.

Learning journal and reflections

The course requirements included keeping a daily learning journal for personal reasons which would not be turned in, and submission of three reflections letters, which accounted for 20% of the grade.

During the Course Design Institute (CDI) for Education Abroad Courses in Spring 2019, the class discussed the use of reflections as a means to promote learning among students who enroll in study abroad programs. Because reflection essays encourage active student participation and engagement in the learning process, I selected this method to assist my students in more substantive observation during the structured educational experiences. One of my colleagues shared with the class a book titled *T.I.P.S. To Study Abroad: Simple Letters for Complex Engagement*, a collection of student letters in a study abroad program to India. During this program, the instructor asked the students to address their letters to a Thing, Idea, Person, and Self.

Given the extensive structured educational experiences that I incorporated in the Geography of the European Union class, I adopted the idea of using reflection letters for my 2019 class. During the first class meeting, when I reviewed the syllabus, I emphasized the need to keep daily journals about their experiences in Cyprus with particular emphasis on the three structured educational experiences. I encouraged them to begin thinking about topics with an

environmental or spatial dimension which could form the basis for their reflections letters. I provided a handout with examples of items with a spatial or environmental bent to consider, and I circulated the *T.I.P.S. to Study Abroad* book to help them get a better understanding of what I expected and guide them in their selection of themes.

Section IV. Assessment

In order to assess the effect of these changes in instructional practice – increasing sense of belonging through pre-departure meeting and social, increasing preparation for the learning experience through peer-to-peer “teaching” and presentations, and deepening the learning experience through implementation of reflective learning journals – I used pre- and post-course surveys and qualitative coding (identification of themes in responses to open-ended questions, as well as learning journal reflections).

The pre-course survey was administered via Qualtrics and linked in the course’s Carmen site. Students were asked to rate their level of agreement with several statements (on a five-point Likert scale from highly disagree to highly agree). Some of the comments appeared on the post-course survey as well; others did not. The final three statements reflected learning outcomes for the course and allowed for students to indicate their perception of outcome achievement before and after the course. I also asked whether or not students currently kept a journal or enjoyed keeping a journal as that may have influenced their perceptions of whether or not a learning journal was helpful. Four questions focused on the students’ perceptions of the pre-departure session.

Pre-course survey statements included:

- I feel comfortable traveling internationally.
- I feel comfortable communicating with native speakers of a language different than mine.
- The pre-departure session provided me with helpful information about Cyprus' culture.
- It was valuable to meet with former participants in the course during the pre-departure session.
- The pre-departure session helped me feel comfortable with international travel.
- I made new friends during the pre-departure session.
- I regularly keep a learning journal.
- I enjoy journal writing.
- I plan to travel internationally beyond this course.
- I can describe the fundamental physical and human geography of the EU.
- I have a strong understanding of the historical and cultural evolution of European nation-states.
- I can explain how geographical processes shape the lives of EU citizens.

Pre-course survey open-ended questions included:

- What expectations do you have as you embark on the Geography of the European Union course?
- What concerns do you have as you embark on the Geography of the European Union course?
- What do you hope to accomplish during this travel-learning course?

The post-course survey statements included:

- I enjoyed writing journal reflections as part of this course.
- Required journal reflections helped me learn during the course.
- I feel comfortable traveling internationally.
- I feel comfortable communicating with native speakers of a language different than mine.
- I plan to travel internationally beyond this course.
- I can describe the fundamental physical and human geography of the EU.
- I have a strong understanding of the historical and cultural evolution of European nation-states.
- I can explain how geographical processes shape the lives of EU citizens.

Post-course open-ended questions included:

- In what ways did the course meet your expectations?
- What do you view as the three most significant impacts of Geography of the European Union on your personal life?
- What do you view as the three most significant impacts of Geography of the European Union on your future professional life?

Response rates were extremely high, with 14 responding to the pre-course survey and 14 responding to the post-course survey.

Pre-course Survey Results

#	Question	Highly Disagree	Disagree	Neutral	Agree	Highly Agree	Total
1	I feel comfortable traveling internationally.	0.00% 0	7.14% 1	7.14% 1	71.43% 10	14.29% 2	14
2	I feel comfortable communicating with native speakers of a language different than mine.	0.00% 0	28.57% 4	42.86% 6	21.43% 3	7.14% 1	14
3	The pre-departure session provided me with helpful information about Cyprus' culture.	0.00% 0	0.00% 0	14.29% 2	71.43% 10	14.29% 2	14

4	It was valuable to meet with former participants in the course during the pre-departure session.	0.00%	0	0.00%	0	7.14%	1	28.57%	4	64.29%	9	14
5	The pre-departure session helped me feel comfortable with international travel.	0.00%	0	0.00%	0	21.43%	3	64.29%	9	14.29%	2	14
6	I made new friends during the pre-departure session.	0.00%	0	0.00%	0	14.29%	2	57.14%	8	28.57%	4	14
7	I regularly keep a learning journal.	35.71%	5	42.86%	6	14.29%	2	7.14%	1	0.00%	0	14
8	I enjoy journal writing.	7.14%	1	14.29%	2	42.86%	6	28.57%	4	7.14%	1	14

During the pre-course survey, students indicated high levels of agreement with the positive benefits of the pre-departure session:

- 12 of the 14 agreed or highly agreed that the session provided valuable information about the country/locale; no students disagreed.
- 13 of 14 agreed or highly agreed that meeting previous participants in the course (brief peer-to-peer “teaching”) was valuable; no students disagreed.
- 11 of the 14 students agreed or highly agreed that the session helped them feel comfortable with international travel; no students disagreed.
- Twelve made new friends (increased sense of belonging) during the session.

It is worth noting that in the pre-course survey, only one student agreed that they regularly kept a learning journal, and nine students were neutral or disagreed with the statement “I enjoy journal writing.” The students who were to be assigned learning journals were not regular journal writers and did not necessarily see the value in this activity before taking the course.

Most expectations about the course centered on learning content and achieving course outcomes. Concerns about the trip/course included retaining information, language barriers, flying internationally for the first time, and time management concerns.

What students hoped to accomplish ranged from an increasing appreciation for the culture, people, history, and politics, as well as new and personally beneficial experiences. (For more information, see the appendices.)

Post-course Survey Results

#	Question	Highly Disagree	Disagree	Neutral	Agree	Highly Agree	Total					
1	I enjoyed writing journal reflections as part of this course.	14.29%	2	0.00%	0	57.14%	8	14.29%	2	14.29%	2	14

2	Required journal reflections helped me learn during the course.	7.14%	1	21.43%	3	50.00%	7	14.29%	2	7.14%	1	14
3	I feel comfortable traveling internationally.	0.00%	0	0.00%	0	7.14%	1	21.43%	3	71.43%	10	14

The post-course survey statements were designed to capture a sense of student perception of learning journal value. Keeping in mind the relatively low value students gave to the activity in the pre-course survey, the learning journal may have been more successful than first glance at the survey results indicates.

- Four students agreed or highly agreed that they enjoyed keeping the learning journals, with eight responding in neutral. (9 students disagreed with a similar statement in the pre-survey.)
- Three students agreed or highly agreed that the learning journals helped them learn. Seven were neutral, and four disagreed.

Other statements in the post-course survey were intended for comparison. The table below summarizes the pre- and post-course responses with the post-course survey results in blue.

Question	Highly Disagree		Disagree		Neutral		Agree		Highly Agree	
I feel comfortable traveling internationally.	0.00%	0.00%	1, 7.14%	0.00%	1, 7.14%	1, 7.14%	10, 71.43%	3, 21.43%	2, 14.29%	10, 71.43%
I feel comfortable communicating with native speakers of a language different than mine.	0.00%	0.00%	4, 28.57%	5, 35.71%	6, 42.86%	4, 28.57%	3, 21.43%	2, 14.29%	1, 7.14%	3, 21.43%
I plan to travel internationally beyond this course.	0.00%	0.00%	0.00%	0.00%	1, 7.14%	0.00%	5, 35.71%	1, 7.14%	8, 57.14%	13, 92.86%
I can describe the basic physical and human geography of the EU.	1, 7.14%	0.00%	3, 21.43%	0.00%	4, 28.57%	1, 7.14%	6, 42.86%	7, 50%	0.00%	6, 42.86%
I have a strong understanding of the historical and cultural	1, 7.14%	0.00%	5, 35.71%	0.00%	6, 42.86%	2, 14.29%	2, 14.29%	8, 57.14%	0.00%	4, 28.57%

evolution of European nation-states.										
I am able to explain how geographical processes shape the lives of EU citizens.	1, 7.14 %	0.00 %	5, 35.71 %	0.00%	7, 50.00 %	2, 14.29 %	1, 7.14%	8, 57.14 %	0.00%	4, 28.57 %

Overall, students indicated high perceptions of achievement of learning outcomes for the course.

- Before the course, no students highly agreed, and only six agreed that they could describe the basic physical and human geography of the EU. After the course, 13 students agreed or highly agreed with the statement.
- Regarding the understanding of historical and cultural evolution of European nation-states and ability to explain geographical processes, the same shift occurred, with only 2 or fewer students agreeing or highly agreeing before departure, and 12 agreeing or highly agreeing upon return.
- 13 of 14 students reported planning to travel abroad again after the course, with only 8 doing so before the experience.
- Following the course, no students reported feeling uncomfortable with international travel.

The only area where students' confidence shifted in the opposite direction was in response to the statement "I feel comfortable communicating with natives of a language different than mine." The students felt less comfortable upon return from the course; however, this is not surprising as they were immersed in such an experience and came to understand better the challenges associated with doing so.

Post-course open-ended questions resulted in the following themes:

- The course, by and large, met student expectations which involved immersion in a new and different culture and gaining an understanding of the European Union through the exploration of the geography, economics, nationalism, history, politics, and culture of Cyprus.
- The course provided the opportunity to expand world views and motivated them to travel again.
- Also, impactful included learning how others live, the value of exploring areas firsthand, living in another country with strangers, and global awareness.

Section V: Reflection

In light of your IR work, how has your view of the teaching question/issue you chose to address changed?

Based on my observations and students' feedback from the class of 2018, I identified the issue of student comfort and preparation for learning in a foreign environment. I recognized that as the Resident Director, it was not sufficient to rely on the OIA and the standard pre-departure orientation. I realized that I needed to actively promote group cohesion and a sense of belonging before departure and develop orientation materials which were specific to the Cyprus experience. This recognition resulted in the development of targeted activities, such as pre-departure meal which included former students and enhanced orientation presentations which I designed. I believe that these activities resulted in improved group cohesion and comfort and that students were more at ease with one another and willing to interact with the former students to gain crucial pre-departure information. For the 2020 course, I am considering developing an additional orientation session which will focus on cultural aspects of Cypriot society.

What did you learn about yourself as a teacher from going through this process?

I learned that I could be a more effective instructor and Resident Director by learning to listen carefully to student feedback each year and to evaluate critically what modifications/adjustments I needed to make in my teaching approach, syllabus, and the selection of structured educational experiences. Despite my position as a senior faculty member, I have learned to be more flexible in my approach to the students and in my willingness to accommodate student needs and suggestions.

What aspects of the IR process will help you approach future teaching questions?

During the CDI, I learned valuable techniques for reviewing and revising courses. In particular, I found concepts like Big Rocks and how to develop significant learning goals and objectives for a course to be especially helpful. I also valued how to integrate outside the classroom activities such as the Structured Educational Experiences to the overall goals and objectives of the course. I also learned how to select specific teaching techniques like reflections to assist me in approaching difficult teaching questions.

What aspects of the IR process were most useful and least useful to your development as a teacher and why?

Most useful:

I found the integration between the CDI course material on theories of learning and the supplemental reading list on teaching practices to be extremely useful to me. I had already purchased Dr. Fink's book on Creating Significant Learning Experiences before the CDI course. When Fink's taxonomy of significant learning goals was presented in lecture format at the Course Design Institute (CDI) for Education Abroad, my interest in the model was renewed. I found the graphic on the interactive nature of significant learning to be very relevant to me in redesigning my learning objectives for my course.

I learned from the forward that Dr. Dee Fink is a geographer. I was delighted to see that he included a graphic of a central geographic course concept: a region. (Figure 4.14). This figure significantly increased the applicability of this book for me. Most importantly, Fink begins the

book with the question as to whether a faculty member is ready for change. This is a self-assessment of how motivated the faculty member is to work at his professional development. This question particularly resonated with me, as I have stepped into a new teaching realm of designing and delivering an education abroad program in the later stage of my career.

I also believe that the opportunities afforded in the CDI to interact with colleagues across the university were especially beneficial. I learned about the teaching technique of reflections from another colleague. I also found the feedback provided by colleagues on class assignments to be very helpful to me.

Least helpful:

A suggestion for future improvement is to develop a means for saving the IR Getting Started document required by the Teaching Support Program so that the faculty member can maintain a file of what he/she submitted.

It would also be helpful for the UITL to notify faculty once they have successfully completed each of the three parts of the Teaching Support Program.

What teaching support services are you most likely to make use of in the future, and why?

I became aware of several faculty support services which may be helpful to me in the future in redesigning my courses:

The instructors of the CDI, Laurie Maynell and Kelly Newlon, who can assist me with additional resource materials targeted to specific redesign questions.

Dr. Christopher Manion, Coordinator of Writing Across the Curriculum, could assist me in improving my writing to learn.

Dr. Melinda Rhodes-DiSalvo, who assisted me with the process of data collection and analysis for the pre-departure and post-course structured questionnaires, as well as the reflections essays. I foresee that I will use these techniques in 2020 and will probably seek guidance from her to improve the process.

How confident do you feel in continuing to use instructional redesign in future courses or curricula?

Based on this year's experience with the CDI and the UITL instructional redesign portfolio, I am very confident that I will continue to use instructional redesign in the future. I believe that the commitment of time involved in the instructional redesign is well worth the investment, given the positive results I have observed in my students. I have experienced firsthand how the redesign of my goals and learning outcomes has improved my teaching style and organization and delivery of the Education Abroad course. I am already involved in making changes to my World Regional Geography course based upon the learning principles I gained this year.

APPENDIX

Pre-course Survey Responses to Open-ended Questions

What expectations do you have as you embark on the Geography of the European Union course?

I expect that I will learn specifics as to why the European Union is shaped the way that it is and what impact geography has on the culture and traditions of the natives.

To deeply understand and appreciate the European Union and how countries benefit each other. Also, how Cyprus contributes to the EU.

That we will learn about the geographic diversity in the EU and how it relates to history and the current state of the EU.

To learn about the European Union and how Cyprus interacts with EU members.

I expect to learn more about Cypriot culture and life in Europe, as well as being exposed to new foods and drinks.

I expect to learn a lot about Cyprus, the European Union, and grow a lot as a person through all of the other amazing experiences on this trip

I'm expecting to have a really fun time and learn a lot about a new culture and try different foods and make friends

I expect to learn about travel itself as well as Cypriot culture and geography. I also expect to make new friends and enjoy new experiences.

I am expecting to learn about a topic that I am not familiar with. I want to be able to come home and explain how the Geography of different countries affects the European Union, and how they work together to help further the country.

I expect to learn about relationships between foreign nations and the factors that affect the lives of citizens in these nations. I also expect to learn about Cyprus through both exploration and the classroom.

I expect to make new friends and to learn about Europe in the form of an experience.

What concerns do you have as you embark on the Geography of the European Union course?

I won't be able to retain the information

If I will be able to keep up with the workload and also enjoy all of Cyprus!

None.

Political stability in Cyprus

I don't really have any concerns.

My major concern is the language barrier

None really, though I'm a bit nervous about flying by myself internationally for the first time

I am concerned about adjusting to being in a new place as well as finding activities to do. I am a little bit concerned that it will not turn out as well as I am hoping.

Time management skills. Having the ability to fit everything I want to do in the time we have, but also staying on top of my school work.

I have never taken a class on this subject matter, so I am a bit concerned about the difficulty. I am also concerned about the language barrier while traveling.

I don't have any concerns

What do you hope to accomplish during this travel-learning course?

I hope to learn about Cyprus and find one thing that I can truly relate to on a personal level. I know that there will be something that positively impacts my religion or culture and I hope it is something interesting.

I hope to find a deep appreciation of the Cypriot culture and people and also understand more about the European Union.

I hope to see some landmarks relevant to the course as well as some of the best sites to see in Cyprus.

A better understanding of geography, history, and politics in Europe and how they relate to today's international culture and economy.

I hope to learn more about the European Union, in addition to learning about life outside of the United States.

I hope to accomplish a good grade and an endless amount of memories

I hope to learn more about the EU, since it is a region that I haven't really studied and don't know very much about yet.

I hope to have a good first travel experience and to learn about a new culture. I consider this course an opportunity to learn in a lot of different ways, so I welcome all the types of education that might occur.

To have a better understanding of a new culture and new experiences

I hope to gain a greater sense of global awareness. I also hope to gain an appreciation for a country that is new to me.

I hope to experience a new culture and learn everything I can about it and its people.

Post-course Survey Responses to Open-ended Questions

In what ways did the course meet your expectations?

This course met my expectations with the information in course material.

I didn't really know what to expect from the course and I had pretty much just expected to learn about geography, so in that regard, the class met and exceeded my expectations because I did not expect to learn as much as I did or have as much fun as I did.

I saw a great amount of Cyprus and gained insight on the history and culture of the island.

Not having taken a geography class since high school, I expected to be fully emerged in the course. Immediately when we arrived, I knew from just looking around that Cyprus was the best place to teach about the topic.

The course met my expectations in that we were able to learn about the European Union as a whole in class but we were then able to see it in action by learning about Cyprus' unique place in the EU with our visits to the EU office and the foreign minister. I thought that was a really cool part of the course.

The class was extremely fulfilling and I believe I now understand the purpose of the EU and Cyprus's role in it.

I learned about the basic structure of the EU and its features, and I got to see some cool landscapes and historical sites.

The course met my expectations in numerous ways, but I want to take time to reflect on some expectations that were not met, since this survey does not give me a chance to do that. I want to provide some feedback that I think the course director could benefit from hearing in order to improve the future of this study abroad trip. To start, I believed that a majority of this trip and the excursions that came along with it were fairly unorganized. As students, we were left until the very last second not knowing where we were going and how to prepare for it. I think that next year it is crucial to give the students a realistic itinerary. Many of the times we would not know what is going on, and then be blamed for being unprepared which I felt was pretty contradictory. In terms of this course and the material we learned, I felt that it began slowly and at a good pace and then all of a sudden became an overload of information that we had to learn in a few short days before taking an exam on it. I think that next year there should be a schedule of what chapters are learned what days and that should be stuck to very consistently. I also do not believe that it was the best option for the professor to give us the opportunity to choose the days to have our exams. We as students have no idea if we are on track or behind, and to have us pick the exam date unknowingly could mess up the curriculum for the rest of the trip. We also had been blamed numerous times for picking a later exam date and that being the reason that we were behind on lecture, which I felt to be unfair. Overall, I truly loved this program and experience and will recommend to anyone going abroad. I just wanted to provide some feedback that I think could be beneficial for everyone

I did not have many expectations coming into this course, so now looking back on my experiences I would say that my expectations were met in terms of exploring the island and my overall time being on the island. Also with the group of students that have now become my close friends.

The course met my expectations in providing a general understanding of the European Union and how its historical precedents led to its current successes and issues.

The course met my expectations by being a truly unique location to experience a different culture and learn from it.

I expected to learn a lot about Cypriot culture and food, which I did. I also expected to visit a lot of attractions and that expectation was met.

What do you view as the three most significant impacts of Geography of the European Union on your personal life?

The experiences I had, the things I learned, and the culture as a whole.

The class allowed me to experience a culture significantly different from one I was accustomed to, it helped me gain more knowledge about the European Union, and it gave me the opportunity to study a subject I am passionate about while also being able to enjoy a new location that I had never been to.

I am more confident in pursuing opportunities on my own; I learned a great deal about the political and economic factors in Europe; I gained a new appreciation for travel and exploration.

I have learned so much about the European Union and most of the information is content that I had never heard about before. 1. I learned how other cultures live. Instead of thinking "that is weird" when I see a norm different from mine, I now notice myself asking "I wonder why they do this and why it is significant for them?". 2. I learned that I personally enjoy being in nature. All the excursions we went on and just being able to explore with friends, I found that being in the forests or seeing the views of the trees, I felt happy and relaxed. 3. I learned that studying with people who are similar to me make studying easier and more efficient. Before this class I liked to study on my own and it was usually a stressful experience. On this trip though, I found people who were studious as I was but also helped me and made the studying experience fun and at ease.

For my personal life, I have become more comfortable traveling abroad, since I was able to adapt comfortably to life in Cyprus and create my own routine. I also made some friends who I think I will definitely keep in touch with back in Columbus. It also exposes me to a number of new experiences so I feel like I am a more well-rounded person in general.

Effects trade to the US Influences the global rise of nationalism Effects the US economy

I learned how to live in another country with strangers for a month, I learned more about how the EU works and everything it does for it's citizens, and I made some great friends.

1. knowing some cultural background about all of the different European countries can help when I travel abroad 2. knowing the different climates in each country / area can prepare my expectations for what the weather will be like 3. being knowledgeable about the EU and their current events to keep up with the news around the world

Understanding E.U. policies and how they compare with the United States, realizing the differences in culture and lifestyles in eurozone countries, and learning about the effects of supranational funding on a smaller country's development and economic prospects.

I believe that this program has taught me a lot about myself. By putting myself in positions outside of my comfort zone, I grew even in the short time we've been in Cyprus. This course

was incredible and challenged my sense of the true scale of the globe we live on. Having a study abroad experience, not once but twice now, has truly redefined who I am as a person and for that I am grateful. Expanding my worldview has been one of the most rewarding things in all of my life. This course helped me visualize the broad scale of the EU and made me consider very important similarities and differences to the US.

1. I have become more confident in traveling internationally. 2. I am encouraged to travel more as this was my first time out of the country and I really enjoyed it. 3. It has helped me take risks and be more spontaneous.

What do you view as the three most significant impacts of Geography of the European Union on your future professional life?

I feel that my knowledge of the European Union will assist my future professional life by allowing me to have a larger understanding of the world.

The class helped me practice my writing skills, increase my ability as a critical thinker, and helped me with time management, all of which will be important in my professional life.

I have gained a sense of global awareness; I have experience with interacting with strangers and creating new, positive relationships; I have better learned how to adapt to unexpected situations.

1. I now have expanded the possibility that I would like to help in my profession internationally. 2. Being in a group of people from such different backgrounds, I realized how different majors can work together or have similarities and help each other out. 3. I now see how many ways I can use my profession to benefit people

The European Union doesn't directly relate to my plans for professional life, but I think that this course definitely helped me understand a lot of current world issues more and I will be able to contextualize global issues more in the future, which will be good as I plan to have an international career.

Being an International Studies major, I believe I will be able to be involved in EU lawmaking later in life. The EU promotes gender equality which I hope to influence as well. Because the EU headquarters are in France and I am minoring in French, hopefully I will be employed in Strasbourg one day.

I will be more prepared for international travel, I will be more informed in European politics, and I will likely travel to Cyprus again.

I think the most important impact from this course that I will bring into my future professional life is my experiences that I have made and the connections I can make with other people abroad to network.

Being able to understand and navigate an international business environment, knowing how certain countries value different things (like Norway and fishing for example), and having an inside perspective on the strategies of companies and investors looking to invest in places like Cyprus and across the Mediterranean.

I believe that this course has transferrable skills that will aid me significantly in my future pursuits. Becoming a more cultured and worldly person helps in day to day social skills with people of all backgrounds.

1. I have made connections that run deep with my classmates that will last into the future. 2. I have gained a more global mindset. 3. I have learned how to be a citizen of the world.

What aspects/characteristics/activities of this course contributed most to your learning?

learning about the areas around me and visiting them contributed to my learning

The way the course was structured helped me learn, as I learned a lot from the slides that were gone over in class.

The excursions.

Going on excursions with a tour guide

The field trips were where I felt I learned the most, because I am a more hands-on learner. I also thought the reflections were a good idea because it allowed me to think more in depth on specific topics.

Being able to see the monuments/sites we talked about in class

The trips to the landmarks and historical sites.

I believed almost all of the planned excursions contributed a lot to my learning. Also, activities that us as students planned because we were interested in it helped us learn more in general

The structured educational activities and field trips were a great supplement to the class as we saw many examples of what we read and discussed in class. The guided tours of the ancient sites in Paphos and Kourion as well as the art and museum guide in Lefkosia were knowledgeable and enjoyable to listen to, but the amount of information could be a bit overwhelming. Maybe having a brief overview in class of the places and important biographical/historical context would add even more richness and depth to the tours.

I believe that all of the excursions were hugely beneficial to learning a lot in a short period of time. Because it was hands on we were all able to learn through experience.

The excursions that we took contributed the most to my learning.