



Application for ThinkAchieve: *Beyond the Classroom (BTC)* Experiential Learning Designation

Experiential Learning at UTC takes students beyond the classroom to connect theory and practice through creative endeavors, research, internships, leadership, service-learning and intercultural opportunities.

APPLICATION INSTRUCTIONS FOR FACULTY AND STAFF

Please complete the application and submit to think@utc.edu. More information on ThinkAchieve, UTC's platform supporting Experiential Learning is at www.utc.edu/think. If you have questions, please call Bengt Carlson at (423)-425-5825.

Application Content Requirements

- 1) Complete the General Information section
- 2) Select the *Beyond the Classroom* experience category most applicable
- 3) Describe the experiential element in the course or program by responding to the two *Beyond the Classroom* Description prompts
- 4) Attach current Syllabus or experience description/program materials that clarify or highlight the experiential element of the course or program

GENERAL INFORMATION

Faculty/Staff Name: Morgan Smith, ABd

Course/Experience Title (if course, please include course number): 3350 Archeological Field Methods

Department or Office: Department of Social, Cultural, and Justice Studies

First Semester the Course/Experience will be Offered: FA 2019

How often do you plan to offer this Course/Experience? Each summer

***BEYOND THE CLASSROOM* EXPERIENCE CATEGORIES (select one)**

This application will be evaluated using a *rubric corresponding to one of the experience categories*. More information is available at www.utc.edu/think.

___ **Creative:** Articulate, implement, and reflect on a substantive application of their academic foundations to solving a real-world problem or providing and interpretation or expression

___ **Intercultural** (Domestic and International): Interact with a culture and/or region distinct from their own. Engage in academic inquiry and application afforded by the specific off-campus setting

___ **Internship:** Practice skills or methods related to their field of study through supervised work in a professional or organizational setting

X **Research:** Work from a research question, hypothesis, or thesis statement, apply research design/methods to generate findings, communicate findings through presentation, publication, or other methods of dissemination

___ **Service Learning:** Articulate, implement, and reflect on a substantive application of their academic foundations to a real-world service setting and/or need

___ **Leadership:** Articulate, implement, and reflect on a substantive application of their academic foundations to develop skills for leadership

BEYOND THE CLASSROOM DESCRIPTION PROMPTS

Specifically, and concisely respond to the following. You may attach your responses if desired.

- A. Describe the experiential element of this course/experience (opportunity). This should include a discussion of the ways the opportunity incorporates:

Theory, method, and techniques of field research in archaeology, training and practice in surveying, photography, field recording, and other basic skills. The UTC Summer Archaeological Field School will conduct problem-oriented archaeological research on precontact archaeological sites near Tallahassee, Florida. During our time researching in the field together, students will learn the basics of a large sample of archaeological techniques, including pedestrian survey, Phase I survey, and intensive Phase II testing. Students can sign up for 3-6 credit hours.

1. **Regular mentorship, supervision, and feedback:** which, taken together with the opportunity itself constitutes $\frac{1}{4}$ of the entire course or experience. Mentorship entails responding regularly to student work; supporting student reflection (more description below), integrating learning through the activity and goal-setting for future involvement or inquiry.

The instructor will first model proper technique and method. Thereafter, students will receive hands-on instruction regarding designing, building, and maintaining a metric grid. Students will also receive instruction on measurement, record-keeping, item removal, identification, cataloging, processing, cleaning, and storing artifacts. Instructor mentorship and modeling will continue throughout the first two weeks. Following the second week, daily feedback and in-the-moment feedback (when necessary) will be given. Finally, a formal discussion and review will occur weekly. Students will be supervised the entire field school. The oversight will relax in the last few weeks after the students gain confidence in archaeological field methods, but I will be onsite monitoring work at all times.

2. **Authentic Responsibility:** Student demonstrates initiative in the creation and/or execution of the experience; takes ownership of process and outcomes

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Prior to the start of the field school, students will be given information regarding the potential archaeological significance of the site that we are investigating. Emphasis will be placed on the real-world consequences of improper data collection. As archaeological sites are non-renewable resources, each time

they are excavated, they are destroyed. The field school is not really practice, it is a supervised excavation where mistakes will result in difficulties when it comes to interpreting the data. This will be impressed upon the students and they will define questions for the excavation that revolve around which excavation and collection methods are needed to produce the most precise, accurate data to best interpret the prehistoric and historic resources present at the site. Students will be involved in carrying this research to completion by each contributing an individually authored chapter detailing their findings to the final report of activities for this archaeological excavation. This report is a required component of the permitting process overseen by the Florida Department of State.

Beginning the third week, each student will be placed in charge of a particular excavation unit. Students will be held responsible for their assigned grid. Upon returning to UTC, students will also have the opportunities for further laboratory work and the opportunity to present their findings/discoveries at regional research assemblies.

- B. Share, using the table below, how the course or program requirements direct students to critically reflect before, during and after the experience, integrating theory with practice and generating critical reflection on self and/or society. (e.g. student reflects on the activity; articulates personal, civic/social, and/or academic learning; identifies values and attitudes developed through the activity.) More information on Critical Reflection is at <http://www.utc.edu/think-achieve/critical-reflection.php>

NOTE: I will incorporate a more regimented approach to critical reflection that includes prompted student writing activities before, during, and after the field school.

<p>Description of pre-experience reflection activities</p>	<p>Pre-project meetings will occur prior to the departure to the work site. Meetings will include group orientation, instruction, personnel arrangements, and a discussion concerning the project's relevance to overall research and careers. Pre-field school prompts will allow students to reflect on their motives for taking the field school and their anticipated individual outcomes from taking the field school.</p>
<p>Description during the experience reflection activities</p>	<p>Students are required to keep and maintain detailed daily field notes. The field notes include not only data entry, but a journal of lessons learned (e.g., observations, method and process corrections, etc.) as well. Prompts during the field school process will be asked halfway through the field school and will ask students to discuss what they think has gone well, what new skills students have learned, what they still wish to learn in the remainder of the field school, and what they will do differently for the remained of the field school to ensure they get what they want from the experience.</p>
<p>Description of post-experience reflection activities</p>	<p>A presentation of findings to an audience of peers, UTC faculty, and local and state archaeologists at an end-of-the-semester celebration will satisfy students' final requirement. The post-field school questions will focus on prompts that include the students</p>

	<p>proudest accomplishments during field school, what they learned from the entire experience, and who they will share their work with going forward and why.</p>
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I will review these reflections with the students personally in relation to the learning outcomes of the course to assess the effectiveness of instruction on a continual basis.