

Se souvenir par le bricolage : Understanding One's Place Abroad Through Poetic Ways of "Making Do"

Lauren Scott

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FRAMING QUESTION:

How can an incorporation of contemporary geographical notions of place in the pedagogy of undergraduate study abroad programs make them more progressive and experiential?

STUDY ABROAD, GEOGRAPHY & GLOBALIZATION:

Globalization functions a force which increases interconnectedness as well as leads to a dissolution of place. US colleges and universities have developed a discourse of globalization that positions study abroad as a way to form global citizens. Yet, this discourse also justifies overseas studies programs at schools on to meet the demands of consumer-students for experiences and skills that enhance their capability to work in the global marketplace. Thus, the presence of overseas programs works as a marketable aspect for the school. In response, geography presents the potential refocus programs to critically engage students with the place-specific implications of globalization, as well as the ways people resist and respond to globalizing forces.

EXPERIENTIAL LEARNING THEORY:

- Developed out of an educational trend in learning from first-hand experiences and holistic perspectives that connect the encounter or exposure with the construction of knowledge, attitudes, beliefs, and the transfer of learning
- Rooted in constructivist theories of teaching and collective or cooperative learning, which suggest that knowledge is constructed individually and collectively through reflection on experience
- A logical partner with study abroad because they share a common goal of preparing students to be global citizens and empowering them to work for personal and social transformations
- Incorporates a focus on the concerns of the community where the learning is taking place

FOCUS QUESTION:

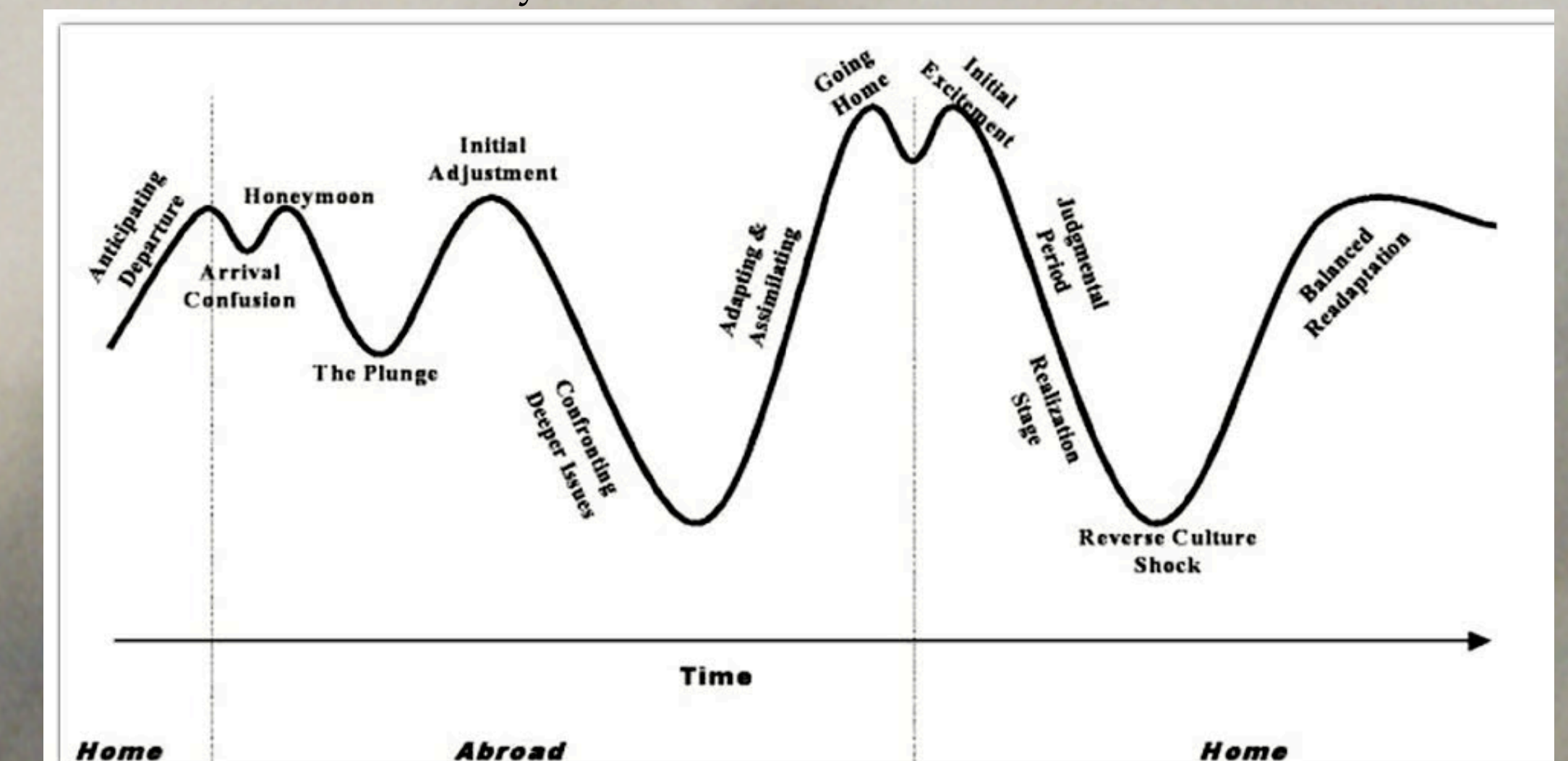
How does zine-making function as a reflective space that is critical for the reentry process and for the promotion of a progressive experiential pedagogy for study abroad?

MY APPROACH:

Pedagogical theory on experiential study abroad programs stress the importance of reintegration programs for students when they return from abroad so that they process these experience in healthy ways and weave what they lived and saw abroad into their lives back home. Models for these programs often involve thoughtful and critical written reflection on changes in personal identity and new global perspectives. Post-program, I was struck with both my need for structured space to reflect of my 7 months abroad and the lack of opportunities to do so at Lewis & Clark. Through this senior capstone project I choose to make space for a mediation on experience through creating a zine highlighting my processes of developing a sense of place abroad. Using Michel de Montaigne as my inspiration, I myself am the subject matter of my study.

REFERECNES: Knobel, M. and Lankshear, C. 2001. "Cut, Paste, Publish: The Production and Consumption of Zines." Paper presented at the State of the Art Conference, Athens, Georgia, January 25-28
<http://everydayliteracies.net/files/zines.html>

Study abroad emotional rollercoaster



WHY DO PLACE, ZINES & SUBJECTIVE REFLECTION MATTER?

Knobel and Lankshear argue that self expression through zine-making can lead to understanding personal ways of knowing about one's place in the world (2011). In this sense, zines centered on overseas experience act evidence of one's sense of place while abroad. As consumers of educational experience abroad, students can use zine-making as a space to reflect and integrate their experiences abroad back to their home lives upon reentry.

WHAT NEXT?

Experiential education requires collaboration and dialogue because individuals are rarely if ever capable of perceiving all angles of a problem or grasping all aspects of an issue alone. Therefore, future zine-making should be a collaborative effort of program participants to include a diversity of experience and modes of reflection.