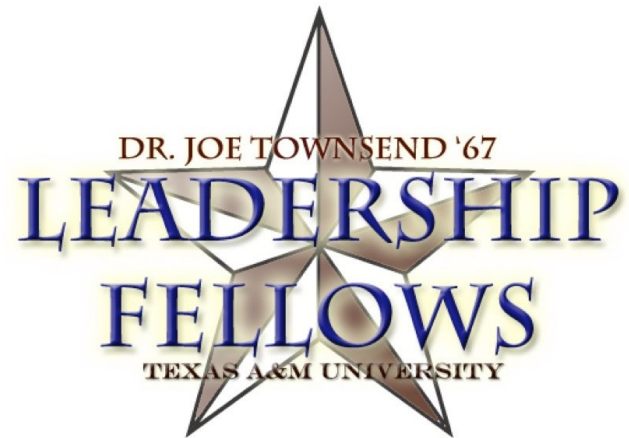


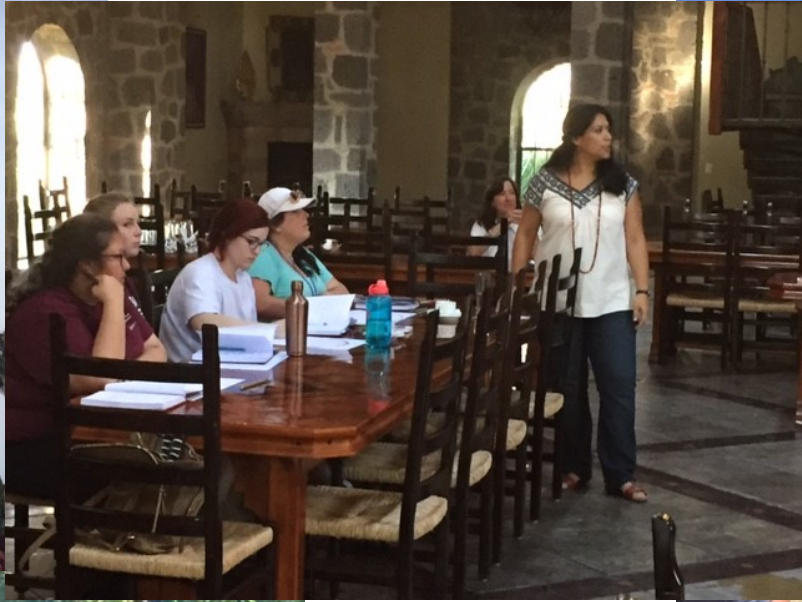
# Developing a Short-Term International Study Abroad Field Trip

Jennifer Strong  
Kim Dooley



# Introduction

Short-term international field trips: less than 5 days in country

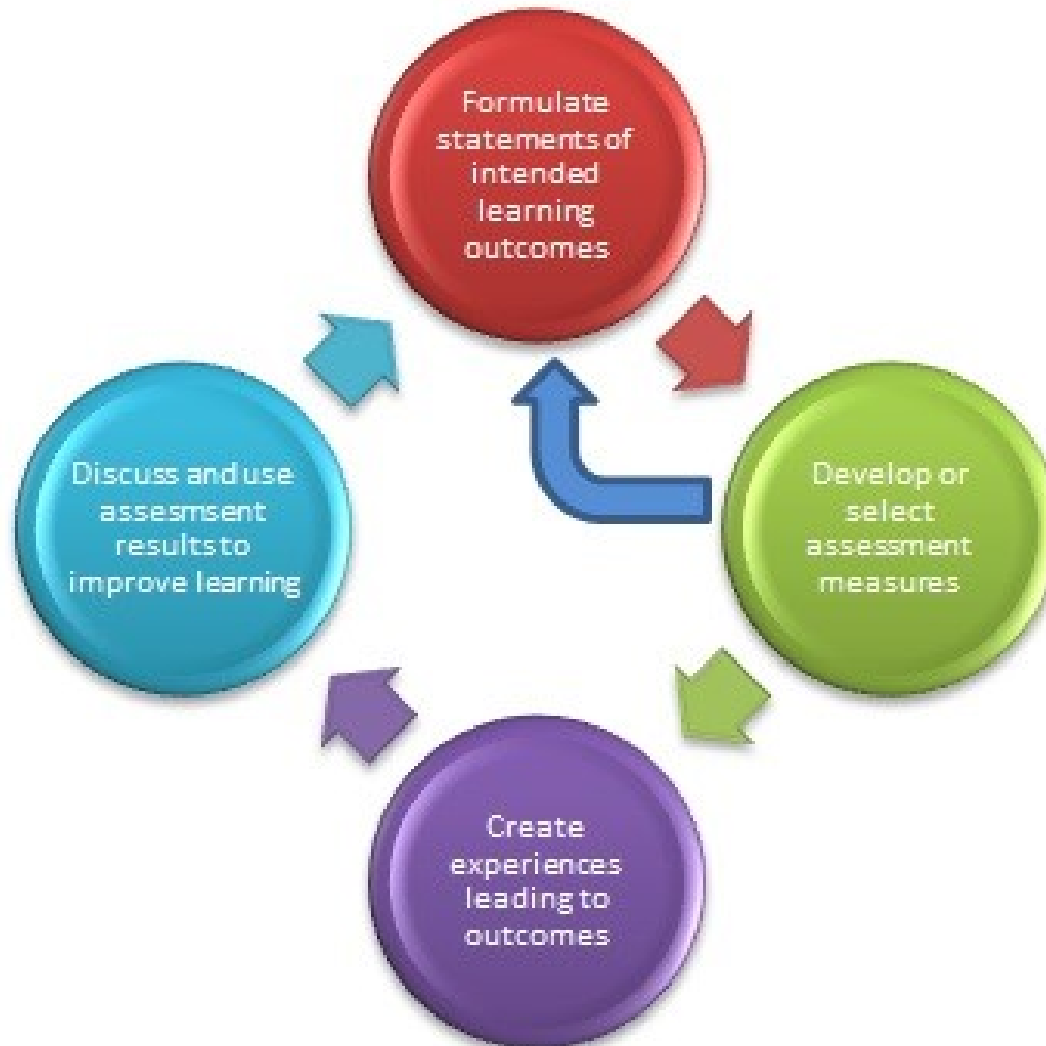


# Theoretical Framework

Learner-centered teaching and assessment model from Huba and Freed (2000)



# Learner-centered Teaching and Assessment Model



# Methodology

- Reflective journaling  
N=13
- “What do you think of when you hear the phrase ‘food insecurity’”
- Deductive content analysis on pre and post-reflections
- Inductive analysis on post-reflections
- Themes were compared for inter-rater reliability

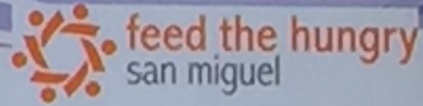


# Results: Preflection

- Good Understanding: n=1
  - “lacking the stability or the chance to access the food necessary for life” (S4)
- Some Understanding: n=5
  - “makes me imagine people who are not sure if they are guaranteed a next meal” (S2)
  - “having access to food buy not every meal or every day” (S8)
- Little to No Understanding: n=4
  - “lack of resources a community needs” (S3)
  - “I have no idea” (S5)

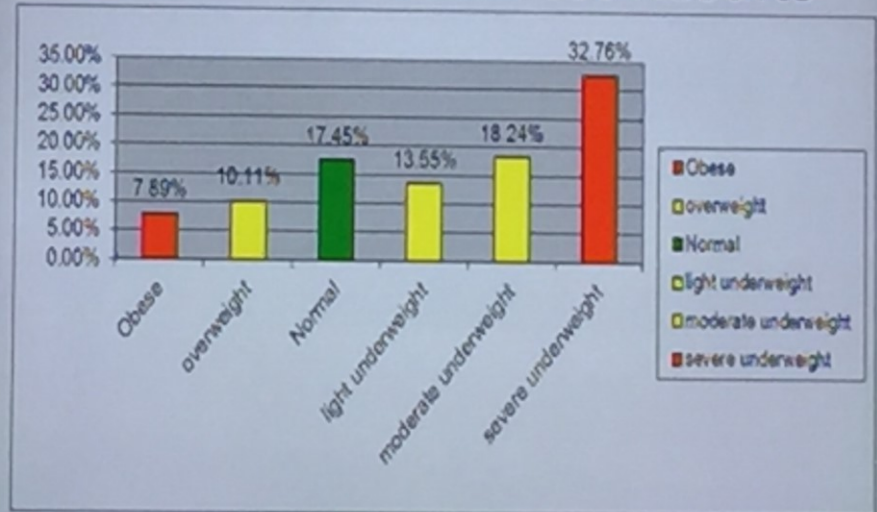


# INTRODUCTION



- Feed the Hungry SMA is 32 years old
- We serve an average of 75,000 meals per month during the school year
- We have over 100 volunteers, including food packing crews and food delivery drivers
- When we open a new kitchen school enrollment goes up 20%, scholastic achievement goes up and behavioral problems go down
- We are in the business of *Breaking the Cycle of Poverty* through good nutrition and nutrition education

## New School Initial Test Results





# Results: Postflection

- Good Understanding: n=10
  - “It’s more than just having food. It’s about a balanced and nutritious meals.” (S2)
  - “My view on food insecurity has changed. It’s not just about lack of food but also to the lack of knowledge about proper nutrition.” (S9)
- Some Understanding: n=3
  - “constantly no knowing where your next meal is from is a real problem in this region” (S5)
- Little to No Understanding: n=0



# Results: Postflection

- Personal Connection
  - “a student told me it wasn’t his day to eat within his family, so this was his only meal of the day” (S3)
  - “I realized food insecurity happens in College Station too.” (S10)
- Nutrition
  - “It’s cheaper to buy Coke than water in the region. Chips are cheaper than produce, and those are not healthy options” (S4)
- First-hand experience
  - “I was able to see children who might only have one meal per day” (S7)
  - “We were able to see the lack of food/water at the school” (S11)

# Conclusions



- The service-learning project focused on food security made a positive impact in students' transformational learning of food security
- Food insecurity became less of an abstract concept and more of a lived experience for the students
- There was an increase in passion and personalization of the topic after the service-learning project

# Recommendations & Implications

- It is recommended that study-abroad programs include a service-learning component to increase students global awareness of complex topics
- There is a need for improved base-knowledge of food security for U.S. students
- Include a service-learning project in international experiences to improve knowledge of and humanize the concept of food security





BUENA SALUD  
**BESITO**  
MEXICAN

Feed the Hungry  
Cocina

Buen Provecho con Carino  
Los Halpert

RESPECTED WITH LOVE AND  
RESPECT TO OUR PARENTS  
GEORGE AND LUCILLE KODGLE  
JERRY AND JOEY SCOTT

DIGNA DEDICADA CON AMOR  
Y RESPETO A NUESTROS PADRES  
GEORGE Y LUCILLE KODGLE  
JERRY Y JOEY SCOTT