



Educational Tours



Tourist Opening Times

MONDAY	9.30-16.45
TUESDAY	9.30-16.45
WEDNESDAY	10.00-16.00
THURSDAY	10.00-16.00
FRIDAY	10.00-16.00
SATURDAY	9.30-16.45
SUNDAY	NO TOURS YET

Professional development credit
from EF Educational Tours

Travel for credit

EF Educational Tours' mission is to break down barriers of language, culture and geography through educational travel and cultural exchange. We believe that firsthand experience of other cultures is an irreplaceable way to learn. The goal of this course is to give educators a formal framework for processing the experiential learning that takes place on tour. Coursework before, during and after the EF tour strives to enrich the pedagogy of teachers and provide them with enhanced tools to bring to the classroom.

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KWL chart

Page 11: What I know, What I want to know, What I learned





Standards-correlated

EF's professional development credit program aligns with the pedagogical and content-based standards below.

National Staff Development Council Standards, nstdc.org

Process Standards:

- Evaluation
- Research-Based
- Design
- Learning
- Collaboration

Content Standards:

- Equity
- Quality Teaching
- Family Involvement

National Board for Professional Teaching Standards: Core Propositions, nbpts.org

- Teachers are committed to students and their learning
- Teachers know the subjects they teach and how to teach them to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities

National Council for Social Studies Standards: Expectations for the Global Connections theme, ncss.org

Course objectives

Participants will:

- Further develop core knowledge to incorporate into engaging lessons that will include multiple academic disciplines and 21st Century Skills
- Prepare themselves and their students to think critically and creatively about people and issues, then reflect, synthesize and communicate the learning that occurs on tour
- Gain awareness of global connections among world societies
- Be able to identify similarities and differences among cultures without judgment, and pass on this awareness to students both inside and outside of classroom walls
- Become increasingly aware of events on a global scale and how the same event may be received differently in one country than another; determine methods to teach core content in a global context
- Become motivated to share their travel experiences with their learning communities, expressing a desire to empower students to become global citizens as well



Accreditation

This course was created by educators and approved by EF Educational Tours' education advisory board. EF Educational Tours is fully accredited and coursework meets the rigorous standards of the best schools across the U.S. EF is the first international travel organization to be accredited by these five prestigious accrediting organizations:

- Middle States Association of Colleges and Schools (MSA-CES)
- Southern Association of Colleges and Schools (SACS-CASI)
- Western Association of Schools and Colleges (WASC)
- North Central Association (NCA-CASI)
- National Council for Private Schools Accreditation (NCPSA)



Credits earned

This course is worth 60 hours of professional development.

Pre-tour: 20 hours

On-tour: 20 hours (minimum)

Post-tour: 20 hours

EF's reporting transcript specifies 60 hours of Professional Development coursework completed. Educators should obtain prior approval of EF coursework from school administration.

Registration

All educators hoping to earn a transcript for their completed course must register for EF's credit program. To register through our website, select the "My Account" tab, enter your login information and go to "Forms and Resources" located on the left-hand side of the page. Or call **1-800-665-5364**.

The course is free for educators who grade the work of one or more students enrolled in the student credit program. Otherwise, there are two payment options:

- 75 Global Points
- \$200



Pre-tour work

Begin building an understanding and preparing for international travel. We recommend starting your pre-tour coursework two to six months prior to your tour. (It's never too early to start!)

1. KWL chart (part I)

Organize your thoughts using the KWL chart on page 11, or create your own using this as a template. Write a topic of interest at the top and begin filling in the first two columns: “What I know” and “What I want to know.” You’ll add to this chart during your tour and will complete the “What I learned” column as a post-tour assignment. Your topic should be in relation to the National Council on Social Studies’ Global Connection Themes (<http://www.socialstudies.org/standards/strands>): a location, attraction, activity, the education system of the destination you will visit or a specific student outcome of your choice.

2. Required reading

Choose a minimum of one book or three articles that relate to your tour and your KWL topic of interest. You’ll find destination-specific reading suggestions at www.eftour.com/edresources. Add to your K and W columns as you read.

3. Pre-tour overview

Document the work you do before your tour in order to:

- Communicate the educational value of your travel program to parents and administrators
- Demonstrate leadership in your school and community
- Prepare your students to benefit from their upcoming travels
- Teach your students about global citizenship
- Prepare your students for the logistics of travel
- Anticipate the potential challenges and rewards of teaching your students outside the classroom in an experiential learning environment
- Show correlation of at least five activities to state/national standards for your discipline and/or state/national professional development standards

4. Prepare to share

Consider how you will pass on the knowledge you gain through your tour experience. Schedule a date and time to facilitate a post-tour professional development workshop/presentation for teachers in your district who did not go on tour with you, for teachers in another district, or at a department meeting - perhaps to share a slide show along with the unit plan you will create.



On-tour work

Now is the time to record your observations and collect artifacts from your travels. On-tour activities will provide a context in which you can begin building a greater understanding of the language, culture and geography of the destination you will visit.

1. KWL chart (part II)

Begin filling in the last column of your KWL chart: “What I learned.” You’ll want to record as much of this information as possible while it’s fresh in your mind.

2. Collect artifacts

During your guided tours and free time, collect a minimum of four artifacts that represent topics of interest to you or your students. These may include, but are not limited to, newspaper articles, taped interviews with locals, transportation information and maps.

3. Host reflective meetings

When possible, organize on-tour meetings for your students to discuss a particular topic, or to simply allow them to voice their reflections. Synthesizing their learning is easier while ideas are fresh in their minds.

4. Maintain a daily journal

Rather than just an overview of what you did each day, focus on what you learned. Your travel journal should contain notes on the following topics:

- Cities, towns, destinations of educational interest to students and teachers (destinations should vary according to each teacher’s discipline)
- Personal contacts, conversations, interviews with local citizens
- Educational materials and information gained each day
- Instructional experience gained each day from EF Tour Directors, city guides, other teachers, etc.
- Reflections on teaching outside the classroom (“My behavior management style has had to change on tour because...”; “Teachable moments are more powerful because...”)



Post-tour work

Reflect on your experiences, synthesize your learning and present your findings.

1. Design a curriculum unit for your class

Create a curriculum unit designed to share your travel experience with students and bring a global perspective to your learning community. Consider developing a unit to enrich the experiences of students who may travel on an educational tour in the future. Use your pre-tour and on-tour assignments to help create the curriculum unit.

The curriculum unit should include at least three one-hour lessons. If it is designed to enhance a tour experience, break your lessons down as follows:

- one-hour pre-tour lesson
- one-hour on-tour lesson
- one-hour post-tour lesson

You may choose to create three lessons that are all facilitated within the classroom walls if that will best benefit you and the majority of your students.

Each of your three one-hour lesson plans must include the following sections:

- Subject and intended grade level(s)
- Subject matter topics
- Essential questions
- Lesson objectives
- Materials needed
- Procedures
- Assessments



2. KWL chart (part III)

Finish filling in the final column of your KWL chart: “What I learned.” This is your opportunity to fill in the gaps of any learning that resulted from on-tour experience and pre-tour research.

3. Post-tour project: Create and share

Your project can be a blog, podcast, iMovie, photo journal, PowerPoint or another presentation of your choice. It should exhibit original thought, with evidence of creative and inventive ideas throughout. The introduction should provide relevant information, establish a clear purpose and engage the audience from the outset. It should pose a central question, with the body of the project dedicated to answering that question in an informal and interesting way.

Share your project with colleagues or the members of your community that you identified in the Prepare to Share phase of your pre-tour preparation.

4. Synthesis & summary paper

In a two- to five-page paper, synthesize and reflect upon your pre-tour research and on-tour learning and experiences:

- How did your readings connect with your travels?
- Assess the value of incorporating your book(s) or article(s) into your lessons
- How can you incorporate your newly acquired firsthand knowledge and artifacts in your classroom?
- Evaluate the pre-, on- and post-tour experience, including the course requirements, in terms of how it helped you grow as an educator
- Share your reflections on classroom learning and experiential learning, using your tour as the example



Grading criteria

The EF Professional Development Credit portfolio is awarded a PASS or FAIL according to a holistic philosophy. Transcripts will be issued four to five weeks after the grade has been submitted.

Plagiarism policy

Any evidence of plagiarism will result in automatic failure, and the school will be alerted to the teacher's academic dishonesty. EF defines plagiarism as the use of intellectual material produced by another person without properly acknowledging and/or documenting its source. According to the Modern Language Association, some of the more common examples of plagiarism include, but are not limited to:

- Browsing the web and copying text and then pasting it into your paper without quotation marks or without citing the source
- Presenting facts without saying where you found them
- Repeating or paraphrasing someone's wording, argument or line of thought without acknowledgment
- Using wording that you summarized or paraphrased from a quotation and passing that wording off as your own

Adapted from: (Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: MLA, 2003)

Obtaining a transcript

Step 1: Organize and label your work

Label the following assignments with the assignment name, your name and your customer number:

- Curriculum Unit
- Synthesis & Summary Paper

Step 2: Submit your work for spot-checking

Submit the above assignments by email to education.department@ef.com or by mail to:

Education Department
Educational Tours at EF Center
One Education Street
Cambridge, MA 02141

Step 3: Email education.department@ef.com

- Include your name and account number, and attach your Curriculum Unit and your Synthesis and Summary Paper.

Step 4: Receive an official transcript

Two to four weeks after you've emailed your work, EF will send an official transcript to your primary mailing address indicating that you have completed our professional development program.

Topic: _____

K: What I KNOW

Blank white box for writing 'What I KNOW'.

W: What I WANT to know

Blank white box for writing 'What I WANT to know'.

L: What I LEARNED

Blank white box for writing 'What I LEARNED'.