DEPARTMENT OF GEOGRAPHY AND THE ENVIRONMENT

EXPERIENTIAL LEARNING REQUIREMENT

All Geography majors must fulfill an experiential learning component to supplement their classroom instruction at the University of Richmond. Examples include a semester of study abroad, an internship or volunteer position equaling approximately 100 hours of service, summer research, a summer field course (e.g., master naturalist), or another educational and hands-on initiative agreed upon by the student and faculty supervisor. Ideally, this experiential learning involves significant outdoor or cross-cultural experience and is not strictly a laboratory, classroom, or office-based activity. Geospatial analysis can be an appropriate substitute if discussed with your Geography advisor.

Geography majors should approach their Geography advisor before their junior year, if possible, to discuss and identify potential experiential learning opportunities.

I will complete (check one of the following, and write in the specific activity after):

_____ approved internship/service learning _________________________
_____ approved study abroad _________________________________
_____ approved summer research _________________________________
_____ approved fieldwork or field course _________________________
_____ other (with approval) ______________________________________

Regardless of the design of the experiential learning activity, the Department expects:

(1) Learning objectives will be identified with a faculty mentor before starting the experiential component and revisited at the conclusion.
(2) If the proposed activity will largely take place indoors rather than an outdoors or field experience, attention to spatial aspects of human-environment (nature-society) interaction and/or sustainability will complement other educational components. For example, if a student primarily works conducting GIS analysis, then efforts may be made to include groundtruthing of data, fieldwork, fieldtrips, etc.
(3) Students will prepare an 8-minute slide presentation, StoryMap, Video or other engaging image and map/geovisualization rich medium to share their experiences with Geography faculty, staff, and students at an annual event highlighting experiential learning activities (Geography in Action). In order to tie experiential education to the rest of the curriculum in the major, these presentations should address one or more core geographic concepts such as space, connectivity, place, scale, landscape, etc. Presentations should include at least two maps or geovisualizations. These do not have to be created by the student, although that is preferred.
(4) Students will prepare a 1-page written synopsis of activities and accomplishments (with at least one on-site photograph or video) that the Department can use to promote their work. Students should turn this in to the Department Chair with copy to administrator one week before their presentation (#3 above).

Updated November 2020
A. One paragraph description of Experiential Learning Activity

B. Learning Expectations (cross cultural, field, GIS etc…) and geographic concepts (space, place, landscape, sustainability, heterogeneity…) anticipated during the experiential learning activity:

C. Estimated Schedule of Activities (e.g., number of weeks, hours expected on task, etc.):

100 Hours on geography to be distributed across the following time table

The above experiential learning component has been mutually agreed upon by the student and the faculty supervisor. They will stay in communication during the schedule outlined above to discuss the experience and to assess the achievement of learning objectives.

When both parties are in agreement with this contract, they will sign below.

Student _______________________________ Date __________________________

Academic Supervisor _________________________ Date __________________________