

**Final ACS Interdisciplinary Mini-Grant Report
Rollins College, Feb. 2007**

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Title of Project: Activism 101 in the Galapagos/Ecuador Follow-up/Planning grant request

Dates of Project: June 21st to July 1st 2007

Amount Awarded: \$3,850

Full Contact Information:

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1. Original Goals and Objectives

1. Assess the progress of students at the Gabriel Arsenio Ullauri high school. Last December, we provided them with twelve computers and three Internet connections, classroom and recreational equipment and English training. We wanted to evaluate the lasting effects of our work six to eight months after our visit and make adjustments in our course for this year that will improve the project (this was one of the stated goals in our approved grant from last December).
2. Make adjustments in our teaching plans based on the evaluations of our work.
3. Assess the feasibility of a similar project taught in the Galapagos. We made a contact with someone there who has schools in mind for us. We needed to be able to see the schools and speak with the teachers and principal to select a school and setup the project.
4. Deal with the logistics of setting up a teaching trip to the Galapagos for some 30 people.

2. Changes in Goals/Objectives during course of the project.

Our major goals and objectives did not change during course of the project.

3. Examples as to how goals were met:

1. We traveled back to Cuenca where we met with students, teachers, and administrators at the Gabriel Arsenio Ullauri school. Through verbal communication with students, observation of their work in the computer lab and teacher feedback, we determined that a great deal of the information that was taught to the students back in December had been retained. Since the introduction of the new computers that we provided, the students have been taught many new skills including how to use basic office programs such as Microsoft Word and Excel. We spoke with the Principal and the Vice-Principal about the long-term effects of this progress and realized that our students had had a tremendous lasting impact on the students of Gabriel Arsenio Ullauri.
2. After speaking with various individuals at the school we have concluded any future teaching opportunities, including our December trip to the Galapagos, should follow the same plans that we had executed at the Gabriel Arsenio Ullauri school. Not only did the Ecuadorian students learn valuable new computer skills, they also saw our students as role models for their future aspirations. Rollins students had a much better experience teaching slightly older students than they previously at an elementary school. Eighth to twelfth grades seem to be the perfect levels for this type of program.
3. During our time in the Galapagos, we were able to select an appropriate school for the December trip, along with arranging accommodations and excursions for students to learn about the delicate environmental balance in the Galapagos.
4. We determine the added costs involved for students and have implemented fundraising ideas

that bring attention to the area to help ensure that all students interested in participating are not limited by financial constraints.

4. Describe Evaluation/Assessment Process

The success of the project was evaluated on three levels:

a. Completion of arrangements for December field study course

During the last few months we have successfully completed all of the logistics required for the December trip to take place. The students and faculty will be spending eight days on the Galapagos Islands. While teaching English and computer skills to the students at a small school in Puerto Ayora, Santa Cruz, the students will have the opportunity to see the magnificent natural habitat that is the Galapagos Archipelago.

b. Student class enrollment (all but guaranteed)

This December's trip will be one of the largest in size that has ever taken part in a field study of this magnitude.

c. Creation of workbook that other faculty can use to plan similar trips.

See Appendix 1

The evaluation of each of these was very straightforward because each one is was tangible result. We were able complete them, therefore they will the trip was successful.

5. Lessons Learned

As with any trip several lessons were learned. We were able to understand the enormous impact that our students had on the school. Of course the Ecuadorian students learned a great deal of English and computer skills during the time period that we were there last December, but they also developed emotional ties with various Rollins students.

During the past few years, Rollins has stepped up its presence in the Galapagos, taking faculty, student and alumni groups to see and learn about the environmental, developmental and financial issues facing the region. This project allowed us to continue this emphasis while offering a model to other institutions to be able to replicate either in the Galapagos, or other remote locations.

We realize that we are creating a unique opportunity for Rollins students to travel to the Galapagos and teach English and computer skills at a high school on the island of Santa Cruz. This is a once in a lifetime opportunity for both the students here at Rollins College and also the students that they will be working with in the Galapagos.

6. Sharing of results with ACS colleagues and beyond

In addition to sharing results with ACS colleagues on the consortium webpage we will prepare and execute a presentation at the annual Faculty Day of Scholarship at Rollins College. We will also prepare a paper to be published in affiliation with the Faculty Day of Scholarship.

It is our hope to encourage the continued discussion and planning among Rollins College and other ACS schools to collaborate Activism courses. We also would like to create an intercollegiate discussion about Activism among faculty and the student body emphasizing the symbiotic relationship that can be developed between college students in the United States and students in Ecuador/Galapagos (or other Latin American countries).

7. Follow up Steps

We expect this particular Ecuadorian Field Study course to continue and expand over time. We expect to continue team-teaching this first-year course for the foreseeable future involving faculty from other departments. In addition, we hope other colleagues, both at Rollins and within the larger ACS consortium, will use the course as a model to at least partly replicate as they consider implementing their own field study courses in other parts of the world.

8. Complete Financial Statement

US to Ecuador airfare:	\$600
Round trip airfare to Cuenca:	\$150
Quito/Cuenca hotels:	\$200
Galapagos hotel: (\$50-\$70 per night)	\$250-\$350
Round trip to Galapagos:	\$350
Park fee in Galapagos	\$100
Meals:	\$175
Travel within Ecuador (taxi, bus, boat)	\$250
Quito exit tax	\$38

Total: \$2113-\$2213 each for a total of \$4226-\$4426.

9. I give ACS permission to post the original proposal and a summary of our work on the ACS Interdisciplinary website:

Les Lloyd - permission granted

Appendix 1: Key Components of Planning A Field Study Abroad (Workbook)

Use Online Resources

Researching hotels, activities and even potential schools where the students could teach, has become a much easier process due to the resources available through the internet. Do not underestimate the power of message boards and personal blogs as there are many individuals who have experienced the same trips that you are trying to plan and could offer their advice.

Use Travel Agents

A travel agent is very likely to get you the cheapest flights for you group both domestically and internationally. It is useful to have a travel agent speaks the language of the country where you are traveling to. It gives you one less thing to worry about and gives you the peace of mind of knowing that there is someone back home that you can contact if something goes wrong at the airport. Travel agents that are based in the destination cities usually have agreements with local tour guides etc.

Be Organized

Use a calendar to schedule dates for when payments, such as deposits and invoices, need to be submitted to the accounts payable departments at your organization. Make a day to day itinerary and try to follow it. Keep copies of everything that passes through your hands; e-mails, receipts, confirmation numbers, etc because you will need them. Make sure you have contact numbers, for hotel, tour operator, bus company, etc that you will be using on the trip, on you at all times. Keep electronic copies/scans of all documents, including copies of passports pages on your personal computer or filed away in a folder.

Speak to Others Who have Participated in Previous Field Studies

Gather as much information from others who have participated in similar field studies. Inquire about items such as how to create a timeline, what you should try to pack, and how to deal with large groups of students.

Safety Precautions

Be aware of any special vaccinations that may be required before students can enter the country. Gather emergency contact information from all of the travelers. Contact the US Embassies prior to your arrival in the destination countries. Check for any special passport/visa requirements that the countries may have before departing.

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Education:

Rensselaer Polytechnic Institute
M.B.A., B.S. Interdisciplinary Science

Career History:

Rollins College (1996 to present)

Chief Information Officer (Asst. VP, I.T. – 1996-1998, Assoc. VP, I.T.- 1998-2006)
Responsible for all areas of computer, media and network support including the Help Desk, instructional technology, training, hardware support, Banner support, network design and implementation. Supervise a staff of 30 with a budget of approximately \$3.5 million. Teaching or have taught courses in Activism, Managing I.T., Technology in the Year 2000 and others.

Lafayette College (1988 to 1996)

Director, Computing Services (Director, Academic Computing Services- 1988-1991)
Promoted with responsibility for both Academic and Administrative Computing. Combined staff of 15; budgets exceeding \$2 million.
Implementation of Banner administrative system completed in June 1996.
Work closely with Libraries on technology issues.

Drew University (1985 to 1988)

Director, Academic Computing Services (promoted from Manager in 1986)
Supervised operations of the Academic Computer Center and coordinated day to day operations including the distribution and support of 400 personal computers each year, faculty, staff and student support. Managed implementation of innovative phone and network system.
Instructor in Computer Science.

Books/Journals:

- Editor**, *Best Technology Practices in Higher Education*, Information Today, Medford, NJ, 2005, 170 pages
- Editor**, *Campus Wide Information Systems*, quarterly journal, MCB University Press, West Yorkshire, England, January, 1993-2003
- Editor**, *Teaching with Technology*, Information Today, Medford, NJ, 2000, 403 pages
- Editor**, *Technology and Teaching*, Information Today, Medford, NJ, 1997, 366 pages
- Editor**, *Administrative Computing in Higher Education: Issues in Enterprise-Wide Networks and Systems*, Information Today, Medford, NJ, February, 1996, 211 pages
- Editor**, *Campus-Wide Information Systems and Networks*, Meckler Publishing, Westport, CT, May, 1992 350 pages
- Editor**, *Using Computer Networks on Campus, Volume 2*, Meckler Publishing, Westport, CT, December, 1991 150 pages
- Editor**, *Using Computer Networks on Campus, Volume 1*, Meckler Publishing, Westport, CT November, 1991, 137 pages

Papers/ Professional Accomplishments:

- Getting More from Banner**, SCT Summit, 2003
- Getting More from Campus Pipeline**, SCT Summit, 2002
- Peer Reviewer**, Gustavus Adolphus College, 1995
- Let's Stop Blaming Anyone**, *Edutech Report*, May, 1993
- Critical Thinking: Focus on Science and Technology*

The Printing Press and the Computer: Technology and the Historical Imagination; pp. 235-244
The Institute for Critical Thinking, Montclair, NJ, 1992

EDUCOM Network Consultant, Agnes Scott College, February, 1992

Balancing User Friendliness with Institutional Resources and User Commitment
CAUSE/EFFECT, CAUSE, Volume 14, Number 4, Winter 1991

Co-editor, *MeckJournal Electronic Journal*
Meckler Publishing, September, 1991 to 1994

The Importance of Student Employees in Academic Computing
ACM SIGUCCS Conference, November, 1991- Seattle, WA

Co-Editor, *Academic and Library Computing*
Meckler Publishing, February, 1991 to June, 1992

Critical Thinking: The Printing Press and the Computer
Montclair State College, Institute for Critical Thinking, October, 1990

Grant Evaluator, Raritan Valley College, Network Planning Grant, September, 1990

Why Administrative and Academic Computing People Hate Each Other with Nikhil Sathe, '90, *Edutech Journal*, August, 1990

The Mexican Academic Network: Forming a BITNET-type network in Mexico: CONACYT: The National Committee on Science and Technology, July, 1988-
Mexico City, Mexico

Alternatives in Documentation: Support without all the Work
Academic Microcomputer Conference, April, 1988- Indiana University

The Inter-Collegiate Documentation Exchange
ACM SIGUCCS User Services Conference
October, 1987- Kansas City, Missouri

ACM Peer Review Team Member, Lafayette College, June, 1987

Integrating Computers into the Curriculum
Xian Technical University, June, 1987- Xian, China

Supporting the Traditional Mainframe User and the Personal Computer User
ACM SIGUCCS User Services Conference
September, 1986- Montreal, Canada

Integrating Computers into the Curriculum:
ASCUE Conference, June, 1986- Myrtle Beach, S.C.