

**Exploring Community and Culture Program  
The Institute for Study Abroad, Butler University (IFSA-Butler)**

**Site:** Dublin, Ireland

**Program:** Trinity College Dublin, University College Dublin

**Team:** Christine Wintersteen, Bowdoin College; Kristen Mallory, Claremont McKenna College; Truett Cates, Ph.D., Austin College

**Dates:** March 8-12, 2015

*IFSA-Butler would sincerely like to thank the members of the NAC evaluation team for this excellent report, for the time and effort they made to prepare for their visit and for their unwavering support of the aims of C&C in Dublin. We would like to acknowledge the hard work and co-ordination of the team by Christine Wintersteen, and the expertise and dedication of Kristen Mallory and Truett Cates.*

*We send a special thanks to the students, both participants of C&C (past and present) and non-participants, for their time, involvement and valuable feedback, and for their commitment to improving the program for future students. A huge thank you also to Marielle Kelly, Careers Advisor for International Students in Trinity College Dublin, for her workshop and invaluable input during the evaluation. Also, to Katie Weldon, IFSA-Butler Resident Assistant for Trinity College Dublin, whose insight and experience was instrumental to the team.*

*Finally, profound thanks to the Ireland Office staff for not only their logistical support but their total commitment to the goals of C&C. In particular, IFSA-Butler wishes to thank Suzi Breslin, C&C Ireland Coordinator and Student Services staff member, who has played the major role in C&C-Dublin's success.*

*IFSA-Butler appreciates all of the recommendations put forward by this report and will work now and into the future to make resulting changes in order to further raise the standards of C&C in Ireland. These recommendations will also be considered in all sites where C&C has been developed and as foundational to the development of C&C in sites yet to be developed.*

**PROGRAM OVERVIEW**

IFSA-Butler operates several programs of direct enrollment at various universities throughout the Republic of Ireland and Northern Ireland, offering academic, personal, cultural and social support for participants. This report focuses on the content and delivery of the Exploring Community and Culture initiative (hereafter C&C), currently offered to Dublin-based students attending either Trinity College Dublin or University College Dublin. While our team's review of materials and scope of on-site meetings and activities focused on C&C, there are areas of overlap with the general services offered

by the IFSA-Butler staff and, when applicable, this report may offer considerations that impact the larger program as they relate to the C&C.

The C&C is an IFSA-Butler initiative that is designed to complement students' regular direct enroll coursework by challenging them to engage more fully with the communities in which they are living. The overarching goal of the C&C, through instruction, facilitation and experiential learning methodology, is to challenge students to embrace their study abroad communities through critical reflection upon and exploration of what it means to be a member of a community. The C&C also encourages student investigation into their own cultural identities as well as those of their overseas communities with the end goal of intercultural skill development to carry beyond their study abroad experience.

The C&C ran as a pilot program in Dublin in spring 2014 and is now in its third reiteration in the current spring 2015 semester, with increasing enrollments each semester. The C&C is offered on an optional, non-credit basis concurrent with a student's full academic course registration into one of two host institutions: University College Dublin, located about 20 minutes outside the city center, and Trinity College Dublin, located in the city center and within walking distance of the IFSA-Butler offices.

The IFSA-Ireland has four staff members: Maria Keane, Resident Director (currently on maternity leave), Suzi Breslin, Student Advisor and C&C Coordinator, Ashley Ryan, Student Advisor, and Donna Noonan, Program Assistant. Additional staff includes a Student Advisor in Cork and Belfast.

*IFSA-Butler Note: A survey of the National Advisory Council in fall of 2014, developed and distributed by the NAC Executive Committee under David Taylor's (Wake Forest University) chairmanship, strongly supported the need for a facilitated intercultural learning component to IFSA-Butler programs.*

## **PROTOCOL AND PREPARATION**

Although this is not the first external review of an IFSA-Butler program, this is the first review of the C&C component by the National Advisory Committee. The Protocol for Evaluating Programs and Program Evaluation of Systems and Operations (PESO) template was modified by the Team Leader and Ms. Patti Brown, Executive Director, Special Program Initiatives at IFSA-Butler, to ensure that sections related to the C&C. This evaluation does not address the IFSA-Butler programs in the Republic of Ireland or Northern Ireland.

The members of the site visit team were

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Christine Wintersteen and Kristen Mallory occupy two seats on the IFSA National Advisors Council (NAC) Executive Committee (EX COM). Truett Cates was been a member the NAC Executive Committee from 2011-2014 and currently serves as a member of the IFSA-Butler NAC Community Engagement committee.

In preparation for the site visit, the evaluators studied program materials provided by IFSA-Butler including the following:

- Promotional materials of C&C
- C&C Attendance Statistics (spring 2014, fall 2014, spring 2015)
- Ms. Suzi Breslin, CV
- Top Sending Institutions of C&C participants
- Mid-semester C&C feedback surveys (spring 2014, fall 2014, spring 2015)
- End-of-semester C&C feedback surveys (spring 2014, fall 2014)
- C&C Syllabus
- C&C Weekly Assignments (student view)
- C&C Weekly Group Lesson plan (instructor copy)
- Examples of required readings and printed resources
- Student Journal entries with instructor feedback (spring 2014, fall 2014, spring 2015)
- Documents covering information on the way social media is used by C&C participants, lists of clubs and societies C&C participants have joined (prepared by instructor)
- CoreCollaborative Review, fall 2014 (led by Jennifer Wiley, CoreCollaborative International, LLC)

The external review team leader had an extensive conversation with Beth Ehram, Program Advisor for Ireland, based in the IFSA-Butler headquarters office in Indianapolis. In addition, a survey was sent to 17 sending institutions that had sent one or more student whom participated on the C&C in Dublin to solicit feedback on the C&C. Eleven responded: Austin College, Brandeis University, Butler University, Davidson College, Johns Hopkins University, Oberlin College, Providence College, Purdue University, The College of New Jersey, Vanderbilt University and Wake Forest University. In advance of the site visit IFSA-Butler staff contacted current program participants to alert them to the upcoming evaluation.

During the four-day C&C review, team members met with the C&C instructor, IFSA-Butler Dublin staff and students, a host institution representative, and toured sites and facilities in order to gather information and perspectives from various stakeholders. Our schedule included the following:

- Overview Meeting: C&C in the larger IFSA-Butler context with staff (Patti Brown, Executive Director, Special Program Initiatives; Dr. Mark Scheid, President and CEO; and Ms. Suzi Breslin, Student Advisor and C&C Coordinator)

- Welcome dinner with (above IFSA-Butler staff and Ashley Ryan, Student Advisor; Donna Noonan, Program Assistant; and IFSA-Butler staff)
- Guided walking tour (Dublin 2)
- Detailed review of C&C orientation, C&C syllabus, weekly lesson plans, and assignments
- In-depth discussion of C&C Challenges, Opportunities and Improvements
- Review use of Facebook and Social Media as it relates to C&C
- Meeting with Maria Keane, IFSA-Butler, Resident Director, Ireland
- Small C&C student focus group—University College Dublin
- Small C&C student focus groups—Trinity College Dublin
- Meeting with non C&C student—Trinity College Dublin
- Meeting with Irish Resident Assistant (Katie Weldon)
- Meeting with Marielle Kelly, Career Advisor for International Students, TCD
- C&C Class Observation
- Large C&C Group Discussion with evaluation team

## **ORIENTATION**

### **1. Pre-departure Advising specific to C&C**

Although there seems to be several opportunities for sending institutions and students to learn about the C&C during the pre-departure stage, evidence points to a lack of knowledge and understanding on the part of both institutions and students.

Students may learn about C&C information on the website and through a series of pre-departure e-newsletters about the program in which information is embedded. Additionally, the program advisor for the Ireland programs, based in the IFSA-Butler headquarters office, is comfortable speaking about the C&C program and is supportive of its goals. In past semesters, she has sent information about C&C to students but it did not seem to resonate with them. Based on the questions she does field, she notes that students are concerned about more logistical information such as course registration, housing, and transportation as well as focusing on completion of their semester at their respective home campuses during the pre-departure stage.

Students could also potentially become aware of the C&C from their home institutions. Professionals in the study abroad offices did indicate support of the C&C concept and believed in its potential value. However, based on feedback from the sending institution survey, there was a significant portion of institutions that were unaware that their own students had participated in the C&C while in Dublin, were not entirely clear on its goals or being available to students, and did not indicate that IFSA-Butler programs were being selected or promoted because of the C&C program. The majority of advisors did not directly encourage students to specifically participate in the C&C but not due to disinterest or lack of support.

Therefore, unless a student had investigated the IFSA-Ireland website, the first time he or she might become consciously aware of C&C is upon receipt of a Welcome Pack, a hard-copy mailing sent 2-6 weeks prior to departure. The Welcome Pack includes two luggage tags, a welcome postcard and the C&C flyer. About half of the students recalled this flyer but many of them said their understanding of C&C didn't become clearer *because* of the flyer; they still had questions about what it was, whether there were costs related to it and what it entailed.

### Recommendation

- Increase sending institution understanding and knowledge of C&C through:
  - Train IFSA-Butler representatives on C&C through an experiential, half-day workshop led by 2-3 staff members, including a C&C on-site instructor, to better understand not just the goals but the concepts, experience, and methodology.
  - Select IFSA-Butler ambassadors that participated on the C&C and encourage them to speak specifically about their C&C experience while abroad.
  - Develop print, web and webinar focusing on C&C for sending institutions.
  - Use C&C student materials, like digital storytelling, in marketing of C&C.
  - Consider sending Suzi Breslin to sending institutions to promote the program at large and, specifically, the C&C program.

### *IFSA-Butler Response:*

*We recognize that better understanding and knowledge of C&C is required by our staff in the field as well as by the faculty and staff of sending institutions and we greatly appreciated the range of recommendations the evaluation team has put forth. We have begun to launch the following initiatives to ensure that this happens.*

- *The design and text describing C&C for our brochures and web information is being reworked to more clearly and effectively identify the C&C structure and outcomes.*
- *An internal C&C staff training plan is being developed to educate more fully the various IFSA-Butler staff (e.g. Field Directors, Program Advisors, on-site staff) so as to improve the understanding of the key concepts, methodology and goals for C&C.*
- *We will be identifying C&C student alumni to act as ambassadors to disseminate information about C&C on their home campus and to take part in webinars, online forums and IM Q&A sessions as a student voice; in addition, we will be asking them to write regular blogs about their experiences with C&C and what they have been able to apply since their return home*
- *A site-specific, C&C-focused webinar for both potential C&C students and staff is in development.*
- *Suzi Breslin has begun to send C&C-Ireland information to the sending institutions—those whose students have participated in C&C-Dublin as well as those who send significant numbers of students to study in Ireland.*
- *As various overseas staff travel to the U.S., IFSA-Butler will make every effort to include informational visits to our sending institutions (e.g. a particular focus of Suzi Breslin's*

attendance at NAFSA 2015 was for her to meet with many of our U.S. partner's staff to discuss C&C).

## 2. On-site Orientation

Upon arrival, IFSA-Ireland provides a 3-day orientation program for all Ireland students comprised of the traditional health and safety, academics, overarching cultural aspects of Ireland, and day-to-day logistical assistance. This orientation may be offered up to eight separate instances (in the fall) and up to six separate instances (in the spring) within a month-long period depending upon the individual host institutions academic start date. It is an incredibly labor intensive period of work for the on-site staff. When the orientation includes only students attending the Dublin schools (UCD and TCD), Suzi will informally include references to the C&C program in relation to each topic. It is not until the third day, when the non-Dublin students depart for their host cities, when she presents the C&C in a more formal and deliberate manner. In this way, she ensures that the non-Dublin students aren't left feeling deprived by the current lack of a C&C program at their site.

A brief presentation on the goals, expectations, structure and commitment expected of participants who choose to participate in the C&C is followed by an in-depth walking tour of the Dublin 2 area, a section of the city center east of Trinity College and Merrion Square. Throughout this tour she highlights aspects of the city that seem innocuous or unimportant and explains the cultural, societal, or contemporary relevance of these locations. Through these discussions, she introduces students to the awareness of Dublin as home rather than just as a city for study abroad at a surface level. Students conveyed to us that it was during this walk of D2 that they became fully aware of how much they didn't know, how knowledgeable Suzi is, and how a course focusing on integrating into Dublin city and student life would be beneficial. Immediately after this presentation and walk, students are emailed a C&C registration sign-up through Survey Monkey and have 48 hours to register for it on a first-come, first-serve basis.

Spring 2015 is the third semester that C&C has been offered. Enrollment data for C&C each semester as follows:

Spring 2014	37 expressed interest	15 signed up	13 earned certificate
Fall 2014	20 expressed interest	18 signed up	17 earned certificate
Spring 2015	31 expressed interest	26 signed up	21 enrolled*

\*Out of the 21 enrolled at the time of the evaluation, 18 completed the work for certificate.

The breakdown between students attending UCD and TCD is as follows:

Spring 2014	UCD: 11	TCD: 2
Fall 2014	UCD: 5	TCD: 13
Spring 2015	UCD: 10	TCD: 11

As a proportion of the larger student groups, C&C participants represent the following percentages:

Spring 2014	37/49	15 signed up	14 earned certificate (28%)
Fall 2014	20/55	18 signed up	17 earned certificate (34%)
Spring 2015	31/67	26 signed up	21 currently enrolled (31%)

During the spring 2015 semester, more students indicated interest than space available. [Note: Per fire code, the IFSA-Butler suite has a maximum capacity of 27 persons at any given time. As such, five spring 2015 students were offered to be on a waiting list with the understanding that Suzi would notify them within the first two weeks if a space opened up for them in C&C. A shift did not occur in attendance during the first two weeks but, later in the semester, five students did withdraw from the C&C. This occurred too late in the semester to admit previously waitlisted students.

#### Commendations:

- Continue introducing the C&C through an on-site presentation and guided walk; this latter activity is invaluable and is the turning point for many students to register for C&C.

#### Recommendations

- Contact students one week prior to arrival with a simple on-line survey about goals for their study abroad semester. Use these goals during orientation to introduce the group to one another and to introduce the C&C as a way to achieve these goals.
- Avoid a waitlist; consider offering two sections of the course. The C&C instructor can decide how to split the sections based on a variety of factors. Two sections may also allow students interested in participation but unable to do so because of academic and club membership scheduling conflicts.

#### *IFSA-Butler Response:*

- *Once non-C&C on-site staff are trained, the C&C concept will be infused throughout the orientation process.*
- *The recommended pre-departure survey targeting the students' goals for the semester ahead will be put in place by Fall 2015; answers to these surveys may be used to identify potential interest in C&C and can be used to identify the goals of those students who can be supported and enhanced by participation in C&C. This will then inform the C&C presentation during orientation.*
- *We anticipate eliminating the waitlist in the future; however, two C&C sections will be offered (including the addition of students enrolled in Maynooth University) in fall 2015 thus reducing potential clashes with classes or club commitments for students who wish to participate.*

### **3. Framing the C&C**

#### Academic Context

The C&C program seems to be a good fit with students' academic programs onsite. The combination of assignments and activities in C&C provides students with a richer academic experience in Dublin. The course engenders additional engagement with Irish students through the course requirement of joining a society or club. This is combined with genuine insight into aspects of contemporary Irish society and Irish history through Suzi's personal, academic, and professional background. With this knowledge, they are better prepared to function in the Irish institutions; they find it easier to interact with their academic peers.

#### University Context

The inclusion and participation of students studying at both Irish host institutions, TCD and UCD, can provide some challenges due to their respective academic calendars that include different starting dates and vacation periods. In addition, the campuses have different physical locations, which require the UCD students to travel to the city center each week, and different historical traditions, which can impact students' perspectives and impact group dynamics resulting in a minor split within the C&C group. The team explored whether or not the C&C should be separated by host institution and whether or not the C&C should be held on the UCD campus periodically. The UCD students enjoyed taking public transportation and coming to the city center on a weekly basis and, although admitting to some challenges in group dynamics, the overwhelming opinion of students was that they benefited from the sharing of diverse perspectives in this mixed group. In fact, the evaluation team found these differences not to be a hindrance to the success of the C&C, but to be a distinct advantage.

#### Program Context

The C&C course, run out of the IFSA-Butler office, brings students into this space for a reason other than welfare issues, which in the past had been the prevalent reason to visit. According to colleagues in the office, students' regular attendance in the course has made it somewhat more likely that they will turn up at odd times to chat or have a cup of tea. The regular weekly presence of C&C students for group discussion has also given the course and its content a strong presence in the minds of all on-site staff and in framing their interactions with students.

#### Commendation

- Maintain the instruction of C&C in the IFSA-Butler office.

#### Recommendation

- If the C&C course is divided into two sections, separated by university, be sure to include activities that provide interactions between UCD and TCD students.



*IFSA-Butler Response:*

- *The C&C Coordinator is committed to maintaining the regular interaction amongst students across all institutions where possible.*

#### **4. C&C Seminar**

The course syllabus (see Appendix A) clearly lays out the learning objectives, course requirements, assignments and expectations. From our evaluation, we determine that all six learning objectives, as outlined below, are being realized effectively.

Learning Objectives:

1. Demonstrate knowledge of Irish context that reflects a sense of connection to local society.
2. Demonstrate willingness to positively face challenges as opportunities to learn.
3. Demonstrate openness and curiosity related to diversity, recognizing that there are many ways to live.
4. Engagement with the community.
5. Basic understanding of contemporary political, social and economic issues in an historical context.
6. Basic understanding of intercultural learning.

A recent innovation is front-loading the course into the first 8 weeks of the semester, which has worked well. We were able to observe and review the methodology of delivery of the course materials through Ms. Breslin's presentations and interactions with the students. In all cases she was admirably effective; she combines a focus on her learning objectives with active listening and genuine concern. Consistent with the outward-directed focus of the course she seems to have accomplished the erasure of the boundary between in-class and out-of-class learning.

#### Syllabus and Assignments

Per the syllabus, students are required to attend 6 of the 8 group discussions, complete 5 of the 6 journal entries, and give an oral presentation in order to receive the certificate. Attendance at field trips is not currently counted as many students may have an unavoidable conflict.

The assignments all clearly relate to the course's learning objectives. With a little study of the documents it is easy to make the intended connection. In subsequent iterations the instructor may well benefit by making the connections between given assignments and specific learning objectives consistently plain, perhaps in the heading for the assignment. At this point in the course, the students can easily relate the assignments that were the most challenging for them, and those from which they learned the most. In their narratives they make the implicit connection to the course objectives.

The journal assignments were especially effective with the students we met. They saw the task as less formal and more personal than essays for other courses and more

structured than typical diary entries. The variety of assignments was good, and instructor feedback received strong praise from the students. We were impressed with the topics of the assignments and the sample productions we saw.

In addition to the mandate that students maintain active engagement in a club or activity, a variety of cultural exercises also make up an essential part of the course. For example, the requirement to engage Irish individuals about a particular topic and report on it, to study Irish media, to recreate an historic photo was challenging and effective. These are especially effective in communicating to students the outward focus of the course. Meeting the challenge gives the students confidence to do other things locally that they might find interesting. Further, it is the deft combination of their sustained engagement in clubs and societies and these individual exercises that provide a common experience for re-construal and reflection in the group discussions.

Group discussion sessions are an important component of the course. It was clear to us that the instructor is a talented facilitator of these discussions and was able to focus students' comments and oral reflections on course objectives. The variety and range of discussion topics and in-class exercises was good and consistent with course objectives. All in all, the topics for journal assignments and the topics for classroom interaction were effectively integrated. It is a challenging task to devise written assignments that both reflect on past experiences of the course and prepare for upcoming experiences.

The team was interested to assess the balance of theory, particularly intercultural communication theory, and practice in the C&C course. In this regard the professional development opportunities afforded Ms. Breslin have indeed paid off. She is well versed in intercultural theory and has benefitted from recent courses at Summer Institute for Intercultural Communication (SIIC) focused on intercultural teaching and learning. She has a talent for presenting topics in a manner informed by theory without sounding slavishly theoretical; at the same time students do recognize—and freely mention—that their activities are governed by theoretical concepts and concerns.

#### Commendation

- Maintain the front-loading of the course for the first 8 weeks of the semester.

#### Recommendation

- Change the naming of journaling assignments to reflective essays.
- Integrate more explicitly the relevant learning objectives into the weekly lesson plan to allow students to link their reflections, discussions, activities and assignments.

#### *IFSA-Butler Response:*

- *The recommendations the evaluation team made are fully appreciated and are being implemented over the course of the next academic year (2015-16).*

- *With the move to requesting approval from the Butler University faculty committee to grant academic credit for C&C in Ireland, we are reviewing each lesson plan to assure that the range of learning activities (e.g. reflections, discussions, activities, and resource list) are more clearly linked to learning outcomes.*
- *In all cases, “journaling assignments” will be referred to as “reflective essays.”*

## **5. Further Academic Considerations**

We have treated the question of credit for the C&C course in all our contexts on this evaluation. In summary there is strong support among students and staff for offering college credit for the activities of C&C. We could not find a single student who would talk against the idea of credit for the course, and strong support among virtually every one for the idea. It is important, however, that the benefits of the program should continue to be made available on a certificate-only basis. It is unlikely that all sending institutions will actually award credit for this course, and students from those institutions should also be eligible for the significant benefits of the course, even on a certificate basis.

### Recommendation

- The evaluation team strongly supports the implementation of a for-credit C&C program for Dublin. Various models for differentiating the syllabi may be considered, including:
  - Offering for-credit and for-certificate students in the same course would be beneficial for student development and learning. Transparently separate syllabi would be required.
  - Continue to front-load the course, with all students participating through the first 8 meetings. The for-credit students would have a significant capstone project, involving further engagement by the instructor for 8-12 additional contact hours. Possible capstones would all involve significant reflection and cognitive processing of the experience of engagement and could result in digital storytelling, group video productions, creative writing, and songs among other options.
  - Revise the syllabus to reflect standard academic terminology changing the personal journal assignments with assignments of reflective essays.
  - Modify the assessment of the course as needed for the credit-bearing option.
  - Develop a rubric for the essay reflection assignments. [Note: the C&C instructor has developed a successful three-tier rubric for oral presentations].

### *IFSA-Butler Response:*

- *A revised syllabus will be submitted to the Butler University faculty committee in September 2015 for academic credit approval to be offered as an option starting in spring 2016; additional contact hours as well as assessment techniques such as capstone projects will be added for those participating in C&C for credit; it will be expected that*

*for-credit participants will exhibit a higher level of understanding and application of the concepts introduced.*

- *The revised and newly developed rubrics will be shared with students to ensure transparency and will be in place fall 2015; as noted earlier, “journaling assignments” will be referred to as “reflective essays.”*

## **6. Community Engagement**

Community engagement is the laboratory for the C&C program. It is through their experiences in the community that students bring forth their observations, frustrations, questions and interpretations to the C&C classroom and begin to understand and evaluate them, through reflection and writing, with an intercultural lens. Without the community engagement mandate, the seminar would not achieve its learning outcomes.

For C&C students, engagement with the community happens in three primary ways. First, C&C participants are required to join and have a sustained participation with an Irish community. Second, the syllabus incorporates several activities that ask students to engage with the local community and then reflect on them through journal entries and group discussions (see section 4 for detail). Third, the instructor of the course provides several off-site, city-based field trips that allow students to engage with their surroundings in a facilitated way.

### Societies and Clubs

Most often, sustained participation with an Irish community occurs through membership with a UCD or TCD based university club or society. In fact, the instructor highly recommends that C&C participants join two clubs or societies in the event that one is not very active. Sustained participation with an Irish community could also be achieved through a volunteer placement but due to lack of student interest and some logistical challenges, this has not yet happened.

For many students, this mandate to join an Irish community was one of the deciding factors to enroll in the course. Some indicated that they understand that they would need that “extra push” and they appreciated that C&C kept them accountable to following through with hopes to engage with the local community.

There are numerous clubs and societies to join at both UCD and TCD, one for nearly every imaginable student interest. However, the way in which a student engages, participates and is invited to and learns about events is not always straightforward. Students have to be steadfast in their goal to become part of a club or society and they have to demonstrate a high level of perseverance in making it happen.

The most popular clubs and societies students have joined in the past three semesters, including the current semester, are the following: soccer, ultimate Frisbee, rugby, choir (open to anyone), exclusive singing groups like the Boydell Singers (requiring auditions),

literary societies, LGBTQ society among others. An aspect of joining a society or club that might not be readily apparent for prospective students or sending institutions is that, depending on the club or society, students may not necessarily have to have had previous experience in the particular activity. Students can join a club or society for which they have had prior experience and this extends to athletic clubs. During the C&C session that we attended, a student reflected on the fact that it wasn't just about being present at club and society events but really participating and engaging in the club or society's offerings. She mentioned that the first few meetings she attended, she found herself standing in the back of the room and observing. Knowing that she would eventually have to reflect and journal on her experiences, through her participation in C&C, gave her the impetus to step forward and introduce herself to the other members.

The team was impressed with the willingness of C&C students to take risks and truly engage with their respective societies and clubs. Examples included a student in the literary club traveling to Prague with Irish peers from this club for one of their own organized trips, another student singing in his choir society's concert in Christ Church, and another student attending weekly coffee and biscuit meetings with the LGBTQ club on the UCD campus.

#### Field Trips

In addition to the previously mentioned guided walk through the Dublin 2 section of the city, once enrolled in the C&C Seminar, participants also have the opportunity to participate in some other city-based field trips. The field-trips in spring 2015 were the following: attendance at a concert by an Irish musical artist as part of TradFest (a multi-day long music festival), guided tour of the Leinster House, the Irish Parliament, and a field trip to Glasnevin Cemetery, where many notable Irish politicians and writers are buried. These field trips differ from a touristic endeavor in that Suzi pushes the students prior to and following the trip to reflect on their observations. For example, in the visit to Leinster House, Suzi will ask students to consider the ways that access to the building is different from access to U.S. government buildings and why, what does this say about Irish culture, how does engagement with politicians happen in both places.

The IFSA-Butler Ireland program also offers two longer excursions for all Ireland participants. One excursion is to Killary, near Connemara, and is an adventure weekend providing students the opportunity to bond through physical activities in a much more rural environment. The second excursion is to Belfast and Northern Ireland. This three-night excursion includes a coastal tour with stops at Dunluce Castle and Giant's Causeway and a tour of Belfast city. This latter city tour, exposing students to the divided Nationalist and Loyalist communities and the political murals that tell the story of the "Troubles", generates much student discussion and emotional reactions. C&C students benefit enormously from a facilitated debrief of this experience in the subsequent C&C seminar class. All IFSA-Butler students, in fact, would benefit from such an activity.

### Cumulative Impact

Finally, and perhaps most importantly, C&C students are engaging in their broader community *differently* and more *intentionally* because of their C&C participation in a broader context during independent trips to other Irish cities and interactions with locals in day-to-day activities. Staff remark that student incidences of welfare issues seem to have decreased among the C&C participants; perhaps illustrative of their increased resiliency and ability to contextualize frustrations resulting from cultural difference and, practically, from the understanding that they are able to touch base with staff on a weekly basis. C&C students also remarked that they caught themselves remembering an exercise from class or an intercultural theory that helped them better frame experiences they were having in their interactions with Irish culture and people.

### Commendation

- The mandate to join an Irish community is instrumental in providing students motivation to persevere.

### Recommendation

- Foster relationships with two to three volunteer organizations and facilitate a small number of volunteer placements through these relationships. This way, students will have the opportunity to choose between a club or society and a volunteer placement for community integration.
- Integrate some off-site class sessions that include both an instructional component as well as a cultural exercise.
- Offer the facilitated debrief of the Belfast excursion to all IFSA-Butler participants.
- Include select exercises or activities, such as Marielle Kelley's "study abroad and career planning" and the Belfast field-trip debrief for the entire IFSA group of students.

### *IFSA-Butler Response:*

*We want to clarify here that "community engagement" is not synonymous with volunteering (i.e. our requirement that students engage with a community group can take the form of active involvement in any campus- or community-based club or organization, including the possibility of volunteer work); as with all C&C sites, it is important that we work with the local notion of community service.*

- *Ms. Breslin will be reaching out to organizations like a local animal shelter as well as an online service [www.Volunteer.ie](http://www.Volunteer.ie); she will be vetting organizations for training and supervision; in addition, Irish universities have volunteer clubs in which our students can participate.*
- *The C&C Coordinator for Ireland is committed to maintaining the instruction of the majority of group discussions in the IFSA-Butler office and the suggestion that one or two classes be held off site in a location of historic or cultural significance is being explored*

- *a commitment to linking more explicitly the fieldtrips with the instructional element of C&C has been taken on board; as such, the extension of a debrief for all IFSA students during the Northern Ireland weekend is being proposed for approval.*
- *The Returning Home elements of C&C (i.e. end-of-term exam preparation, reverse culture shock coping mechanisms, career-related transferable skills) will now be offered as a non-mandatory session to all IFSA students throughout Ireland.*

## **7. Student Transformation and Assessment**

The strong, positive impact of the C&C course on the participants was evident. Our discussions with participants and our observation of the group discussion provided example after example of students who had gained in confidence in dealing with others, in setting realistic but challenging goals for themselves to engage with another culture, and with deepened appreciation of cultural difference. We come to this view after many hours of interaction with the students enrolled in 2015. They clearly demonstrated to us the intentionality and success they have had in navigating challenges and opportunities in the city. Our assessment is wholly qualitative; no metrical assessment is available.

*IFSA-Butler Response:*

*We are delighted that the team saw and heard first-hand the success of the students who participate in C&C; in Dublin and in other sites where C&C is an option, the staffs have seen strong evidence that student participation in C&C leads to a more authentic and richer student understanding of and engagement with the local culture and community.*

*It is important to note that IFSA-Butler is undertaking a full-scale assessment project of the C&C initiative, using both qualitative and quantitative research methodologies. This assessment is being implemented by CoreCollaborative International and will be completed by Fall 2016.*

*C&C is complimentary to the students' more formal learning and there are many additional benefits for student welfare, cultural understanding and access to support services that have become apparent to staff over the three semesters it has run in Dublin; all on-site staff have noted fewer student queries than expected and attribute this to the framework and structure that C&C participation provides.*

## **8. Broader Context**

### Beyond Dublin

Currently, the largest group of students is studying in Dublin (67 students) and smaller student groups ranging from two to fourteen are studying in other locations throughout Ireland and Northern Ireland. While any student would benefit from the possibility of participating in the C&C, up until now the opportunity to participate in the C&C has been exclusive to Dublin-based students partly due to staffing resources and the smaller

group sizes in other locations. Implementation of C&C outside of Dublin could provide some interesting opportunities for interactions and comparisons of rural and urban Ireland among the C&C participants in differing locations.

#### Commendation

- Beginning the C&C implementation in Dublin only was the right first step with the ability to make incremental changes along the way with a smaller control group.

#### Recommendation

- Consider the use of social media and virtual platforms as a methodology tool for C&C implementation outside of Dublin.
- Consider how offering the C&C in various locations could be leveraged to bolster the participants understanding of broader Irish culture and their relationship to it.

#### *IFSA-Butler Response:*

- *IFSA-Butler is already investigating various platforms for a hybrid delivery of C&C; at this time expansion of C&C beyond Dublin is being considered but is heavily dependent on numbers of students enrolled in each regional university and the resources that development and delivery of C&C would require*
- *As we consider how to further develop C&C to other sites around Ireland, we appreciate and will take on board the recommendations made by the evaluation team regarding cross-fertilization.*
- *IFSA-Butler is developing a new online platform for administration of C&C and for student learning—Salesforce Community, which should be in place and operational by January 2016 in some C&C sites (Dublin included); to compliment this, the online platform Zoom will be used to improve group project work and to enrich some of the exercises currently employed to encourage exploration of the city.*

### **9. Program Staff**

Students rave about the IFSA staff; they spoke highly and enthusiastically of each staff member. The staff is friendly and helpful while at the same time introducing the students to the Irish art of slagging (dry humor or teasing). Students admitted to being uncomfortable at first with the teasing but quickly learned this fine art and are developing the ability to use it themselves.

IFSA-Butler should be commended for the significant amount of professional development they have provided to the C&C Coordinator through attendance at two SIIC workshops, “Foundations of Intercultural Communication” and “Teaching Intercultural Communication” in Portland, Oregon in summer 2014. She will also attend the annual NAFSA conference in Boston in May 2015 and will be attending the Confederation of Student Services in Ireland’s summer conference in 2015. Further, the C&C Instructor has benefitted greatly from the opportunity to be coached from afar by



Ms. Patti Brown and an outside consultant. The ability to debrief and tweak the seminar in the past 18 months has been invaluable and will continue to benefit the development of the C&C offering. The Resident Director, Maria Keane, fully supports professional development for the C&C Instructor and, in fact, would like to see Suzi's full time job revolve exclusively around C&C at large. This would potentially offer the possibility of the expansion and implementation of C&C to other IFSA-Butler sites in Ireland and Northern Ireland. Due to the small size of the office, each member of the IFSA staff can back-up each other in a general manner. Additional C&C training would be necessary for Donna or Ashley to fill in for Suzi, should she be ill or, as the Student Advisor, have a student emergency.

#### Commendations:

- Students enjoy and respect the IFSA staff, recognizing each staff member's individual strengths. They are comfortable asking for assistance or advice and their enthusiasm for the staff is openly discussed.

#### Recommendations:

- Provide general intercultural teaching and learning training to support staff for the purposes of both inclusion in and understanding of the C&C methodology.
- Provide ongoing training for Suzi especially if the decision is to offer the course for credit. Professional development may include specific intercultural workshops and additional graduate work to ease credit consideration.
- Due to proximity, organize a meeting between the C&C instructors in London and Dublin for the purpose of review and comparisons of their C&C offerings.

#### *IFSA-Butler Response:*

*IFSA-Butler recognizes the programs in every site are reliant on the passion and professionalism of the staff that run them and are committed to continual professional development and support. To-date we have supported the participation of several C&C instructors and other IFSA-Butler staff in the Summer Institute for Intercultural Communication (SIIC) in addition to C&C-focused training at regional meetings in London, Mexico, and Argentina; we will continue to offer additional opportunities.*

- *Specific to C&C Dublin, IFSA recognizes that all opportunities for training for Suzi have resulted in improvements in both the program and the student experience; IFSA-Butler is committed to further opportunities for on-going professional development for her and other staff.*
- *Relating to IFSA-wide C&C professional development opportunities, a team of C&C instructors will be developing an IFSA-Butler C&C staff training curriculum focused on intercultural teaching and learning to be implemented starting spring 2016.*

#### **Conclusions**

It seems evident from observing and interacting with the students in the 2015 Dublin C&C course that the interventions incorporated into the course have paid off. These students are fully aware that success in intercultural communication would not come

through osmosis. They not only know of particular cultural differences, they have made plans and taken action to meet the challenges attendant to these differences. One student reported that he no longer made comparisons of Ireland and the U.S., instead he carefully notes the differences. Now, he simply notes: "that's the way it is here." Other students also gave evidence of progress toward a general acceptance of cultural difference.

For IFSA and sending institutions, the challenge is to overcome a widely held notion that students direct enrolling in English-speaking foreign institutions don't require this extra attention or knowledge, that by being in class with Irish students cultural understanding and immersion will happen, as if by osmosis. However, professionals in the field are familiar with students who apply for study abroad in an English-speaking country simply because they don't have to learn a foreign language and thus surmise that there won't be significant cultural roadblocks. It is precisely because of challenges specific to the direct enrollment model that a component, such as the C&C, is so critical.

The success of Dublin's C&C program gives IFSA a learning component unmatched by study-abroad competitors in Ireland. If properly understood by sending institutions, this component should give IFSA a material advantage over traditional competitors, but only if properly understood. The C&C initiative at large, including the C&C programs at other sites, which are presumably attaining comparable results, should be an area of distinction. Taken together, these well-constructed and professionally conducted modules can profile IFSA programs.

Finally, inclusion of a component such as C&C raises the bar for all participants due to the fact that portions of the C&C can be spun off into on-going orientation exercises that benefit all students and foster a shift in student and staff interactions that can contextualize student experiences in an intercultural lens.

### **Acknowledgments**

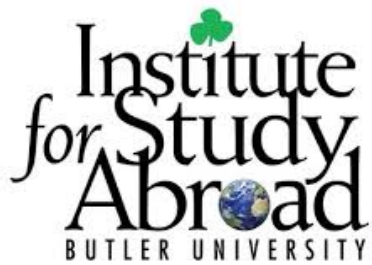
The evaluation team wishes to express a tremendous thank you to our hosts in Ireland and the staff at IFSA-Butler headquarters. Thank you to IFSA-Butler and NAC in seeing the importance of evaluating the C&C and providing this team the opportunity to evaluate a component of significant importance; this focus was a gift in allowing us the ability to truly drill down in detail and be present in the learning and evaluation process. Thank you to Ms. Patti Brown for meeting with the team leader to review the evaluation template and to modify appropriately. We would also like to recognize the palpable enthusiasm and passion of Ms. Suzi Breslin knowing that she must have put in an inordinate amount of time, effort and preparation for our visit to ensure that we were able to be as productive as possible. Assisting her aptly are Ms. Ashley Ryan and Ms. Donna Noonan who worked tirelessly behind the scenes to make sure everything ran smoothly and we were sufficiently caffeinated to plug on. A huge thank you to Maria Keane for coming and having an important meeting with us during her maternity leave. Finally, a warm thanks to all the students we met for showing us your favorite spots in

Dublin, why they mean something to you, and reflecting on your study abroad experiences with us.

### **Summary of Recommendations**

- Increase sending institution understanding and knowledge of C&C through:
  - Train IFSA-Butler representatives on C&C through an experiential, half-day workshop led by 2-3 staff members, including a C&C on-site instructor, to better understand not just the goals but the concepts, experience, and methodology.
  - Select IFSA-Butler ambassadors that participated on the C&C and encourage them to speak specifically about their C&C experience while abroad.
  - Develop print, web and webinar focusing on C&C for sending institutions.
  - Use C&C student materials, like digital storytelling, in marketing of C&C.
  - Consider sending Suzi Breslin to sending institutions to promote the program at large and, specifically, the C&C program.
- Contact students one week prior to arrival with a simple on-line survey about goals for their study abroad semester. Use these goals during orientation to introduce the group to one another and to introduce the C&C as a way to achieve these goals.
- Avoid a waitlist; consider offering two sections of the course. The C&C instructor can decide how to split the sections based on a variety of factors. Two sections may also allow students interested in participation but unable to do so because of academic and club membership scheduling conflicts.
- If the C&C course is divided into two sections, separated by university, be sure to include activities that provide interactions between UCD and TCD students.
- Change the naming of journaling assignments to reflective essays.
- Integrate more explicitly the relevant learning objectives into the weekly lesson plan to allow students to link their reflections, discussions, activities and assignments.
- The evaluation team strongly supports the implementation of a for-credit C&C program for Dublin. Various models for differentiating the syllabi may be considered, including:
  - Offering for-credit and for-certificate students in the same course would be beneficial for student development and learning. Transparently separate syllabi would be required.
  - Continue to front-load the course, with all students participating through the first 8 meetings. The for-credit students would have a significant capstone project, involving further engagement by the instructor for 8-12 additional contact hours. Possible capstones would all involve significant reflection and cognitive processing of the experience of engagement and could result in digital storytelling, group video productions, creative writing, and songs among other options.

- Revise the syllabus to reflect standard academic terminology changing the personal journal assignments with assignments of reflective essays.
- Modify the assessment of the course as needed for the credit-bearing option.
- Develop a rubric for the essay reflection assignments. [Note: the C&C instructor has developed a successful three-tier rubric for oral presentations].
- Foster relationships with two to three volunteer organizations and facilitate a small number of volunteer placements through these relationships. This way, students will have the opportunity to choose between a club or society and a volunteer placement for community integration.
- Integrate some off-site class sessions that include both an instructional component as well as a cultural exercise.
- Offer the facilitated debrief of the Belfast excursion to all IFSA-Butler participants.
- Include select exercises or activities, such as Marielle Kelley's "study abroad and career planning" and the Belfast field-trip debrief for the entire IFSA group of students.
- Consider the use of social media and virtual platforms as a methodology tool for C&C implementation outside of Dublin.
- Consider how offering the C&C in various locations could be leveraged to bolster the participants understanding of broader Irish culture and their relationship to it.
- Provide general ICC training for Ashley Ryan and Donna Noonan for the purposes of both inclusion in and understanding of the C&C methodology. Additionally, then, Suzi would have back-up.
- Provide ongoing training for Suzi especially if the decision is to offer the course for credit. Professional development may include specific intercultural workshops and doctoral graduate work to ease credit consideration.



## **Exploring Ireland: Community & Culture (C&C)**

Spring 2015 Trinity College Dublin and University College Dublin

Suzi Breslin [sbreslin@ifsa-butler.org](mailto:sbreslin@ifsa-butler.org) 086 021 4323

Exploring Ireland: Community & Culture (C&C) is designed to assist students to reflect more intentionally on their study abroad experience. Using the student's day-to-day experiences as the major text for this certificate program coupled with guided discussions, weekly journal entries, and other assignments such as a campus exploration as well as the student's engagement in a campus club or organization, we hope to lead students our desired learning outcomes.

### **Learning Outcomes**

1. Demonstrate knowledge of Irish context that reflects a sense of connection to local society.
2. Demonstrate willingness to positively face challenges as opportunities to learn.
3. Demonstrate openness and curiosity related to diversity, recognising that there are many ways to live.
4. Engagement with the community.
5. Basic understanding of contemporary political, social and economic issues in an historical context.
6. Basic understanding of Intercultural learning.

Evidence of these learning outcomes will be demonstrated by students' ability to understand and apply the theory that we cover in the group discussions to everyday actions, reactions and interactions with people. Students should be keen to seek out and articulate cultural differences and similarities such as language styles, verbal and non-verbal communication and values. Sustained membership of a community while students are studying abroad is a vital element of this course and can ensure authentic access to Irish people and their culture.

While the concept of C&C is introduced on our website and students are sent information by way of a pre-departure flyer, they are introduced to it first-hand during the on-site orientation. After a brief group introduction to the program and what it entails, students are invited to participate in an orientation walk around Dublin 2, during which we illustrate to students how we hope they will explore their new communities and learn how to reflect on what they see and experience in this new setting.

This class will be held in discussion – reading – activity – journaling format and each student will be encouraged to participate actively in group discussions by keeping up with responsible attendance, all readings, journal entries and assignments. Through the experiential education of C&C we encourage active learning and student-centred interactive discussions and projects.

### **Certificate Requirements and Assessment**

1. Attendance: (Must attend at least 6 out of 8 Group Discussions (GD) to achieve Certificate) - 10%
2. Active Participation in Group Discussions: 10%
3. Journal Assignments: Submission of at least five is required - 50%
4. Final Project and Presentation: 30%

### **Personal Journal Entries**

Journal Entries and prompts are designed to help students reflect on what is covered in class and for them to think about situations in which they may be able to apply the theory they learn to their own experiences. This will add depth and meaning to students' experiences here and help them appreciate their journey through the semester while they are in Dublin. The journals will not be shared without express permission and each student will receive feedback after each submission. Journal assignment reminders will be sent out every week after class by email, all readings or links will either be given out in class or will be included in the reminder email. Journal submissions are expected regularly & promptly.

### **Schedule**

Date	Topic	Read	To Do
7 <sup>th</sup> Jan	TCD C&C Orientation Intro & Walk	n/a	n/a
13 <sup>th</sup> Jan	UCD C&C Orientation Intro & Walk	n/a	n/a
19 <sup>th</sup> Jan	GD 1: Introducing C&C	Resources List 1	Journal/Campus Exploration
26 <sup>th</sup> Jan	GD 2: All About Community	Resources List 2	Journal/Media Assignment
29 <sup>th</sup> Jan	<i>Fieldtrip</i> : TradFest Concert	n/a	Mundy @ Merchant's Arch 5.30pm
2 <sup>nd</sup> Feb	GD 3: Countering Culture Shock	Resources List 3	Journal/Milton Bennett Video
9 <sup>th</sup> Feb	GD 4: Good Communication	Resources List 4	Journal/Ireland's Attitude
16 <sup>th</sup> Feb	GD 5: Stereotypes vs Generalisations	Resources List 5	Journal/Photo Re-Creation Dublin
23 <sup>rd</sup> Feb	GD 6: NI Visit & Diversity Discussion	Resources List 6	Journal/NI Response
2 <sup>nd</sup> Mar	GD 7: My Dublin & Re-Entry	Resources List 7	Journal/A Ogden 'The View from the Veranda'
9 <sup>th</sup> Mar	GD 8: Marielle Kelly		
20 <sup>th</sup> Mar	Presentation		
13 <sup>th</sup> April	C&C Graduation		

## Readings and Resources

### GD1: Introducing C&C

History of ICC – Chapter 8: Anthropology, Intercultural Communication, and Study Abroad by Bruce La Brack and Laura Bathurst pp188-214, from 'Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It' *Stylus, Sterling Virginia 2012* ed Michael Vande Berg, R Michael Paige and Kris Hemming Lou

What's Up With Culture? Module 1.1 and 1.2

'What is Cross Cultural Engagement?' Chapter 1 in *Preparing to Study Abroad: Learning Across Cultures* by Steven T Duke Stylus, Sterling, Virginia 2010

### GD2: It's All About Community

Community: <http://infed.org/mobi/community/>

<https://www.youtube.com/watch?v=0BDd4GpkGj0>

<https://www.youtube.com/watch?v=LnhS7Gg7p0g> – Jewish Community in Ireland

<http://www.irishtimes.com/news/social-affairs/religion-and-beliefs/call-for-state-schools-to-accommodate-islamic-beliefs-1.1915810>

'Secret Dublin: An Unusual Guide' Pól Ó Chonghaile – Jon Glenz Publishers

### GD3: Countering Culture Shock

Chapter 5: The Intercultural Development Inventory by Mitchell R Hammer in 'Student Learning Abroad' 2012, pp115-136

'Culture Shock and the Cross-Cultural Learning Experience' by Peter S Adler in 'Towards Interculturalism: Readings in Cross Cultural Communication' ed L Fiber Luce & E C Smith

<https://www.youtube.com/watch?v=tPfb6GijM9Q>

Part III: Strategies for Developing Intercultural Competence: A Model of Intercultural Sensitivity pp101-105 Maximizing Study Abroad: A Student's Guide to Strategies for Language and Culture Learning and Use *Center for Advanced Research on Language Acquisition, Uni of Minnesota 2002*

### GD4: Cues, Clues and Communication

<http://www.nytimes.com/2014/09/14/jobs/looking-another-culture-in-the-eye.html? r=2>

'Less Visible Elements of Culture' Chapter 6 in *Preparing to Study Abroad: Learning Across Cultures* by Steven T Duke Stylus, Sterling, Virginia 2010

[https://www.youtube.com/watch?v=zR\\_KzRXZLU0](https://www.youtube.com/watch?v=zR_KzRXZLU0)

<https://www.youtube.com/watch?v=INYAdMIc0NM>

### **GD5: Stereotypes vs Generalisations**

*The Danger of a Single Story* <https://www.youtube.com/watch?v=D9Ihs241zeg>

Dara O'Brian (Irish Comedian – how easy it is to create a stereotype)

[https://www.youtube.com/watch?v=an\\_r6cAaxI8](https://www.youtube.com/watch?v=an_r6cAaxI8)

### **GD 7: Careers and Re-Entry**

Blog Reading Packet for C&C

CERI Research Brief 1 – 2008 *Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies*



## Site Visit Schedule

Welcome to Dublin! We are delighted to be hosting you and look forward to telling you all about C&C. If you have any questions or requests for the next few days please don't hesitate to ask Suzi. You are staying at the:

The Mont Clare Hotel  
1-4 Merrion St Lower  
Dublin 2

### Sunday 8<sup>th</sup> March

- Arrival** Arrive in Dublin and check into the **Mont Clare Hotel**. You have access to the internet in your hotel room. The reception staff can show you how to connect. Breakfast is served in the dining room to the right of the Reception from 7 -10 am.
- 2.45pm** Meeting with Patti Brown. Please meet Patti in the hotel lobby and we will walk to the IFSA-Butler Dublin office. **C&C Overview, Review of Evaluation Schedule of Events, Dublin 2 C&C Orientation Walk**
- 6.45pm** Meet Suzi in the hotel lobby for Dinner in **Matt the Thresher**.  
31/32 Lower Pembroke St, Dublin 2  
<http://www.matthethresher.ie/>

### Monday 9<sup>th</sup> March

*Breakfast is served in the hotel restaurant and is included.*

- 9.00am** Meet in the IFSA Office  
Morning Schedule
- Presentation & Overview of C&C-Dublin
  - Syllabus Review
  - Review of Lesson Plans

- Facebook and Social Media use for C&C

1.00pm Lunch from Avoca Handweavers. Pre-Order  
<http://www.avoca.com/home/explore/our-cafes/suffolkstreetcafe/>

2.30pm Resume in the office

Afternoon Schedule

*C&C Challenges & Opportunities for Improvements*

- Discussion about resources, challenges, retention, effective student feedback, group dynamic and size variation.
- Additions to syllabus for credit

5.45pm Please meet Suzi in the hotel lobby for Dinner at The Schoolhouse - 2 Northumberland Place, D4  
<http://www.schoolhousehotel.com/restaurant.html>

**Tuesday 10<sup>th</sup> March**

9.00am Meet in the IFSA Office

Morning Schedule

- Brief on the day
- C&C videos and field trip discussion

10.30am Depart for UCD for "Focus Group" Eilish Devine and Ryan Montalvo

12 noon Depart UCD and go to lunch at The Blackboard Bistro

2.00pm Meet with TCD students at St Stephen's Green and at Mama's Revenge

3.30pm Meet with IFSA Dublin Resident Advisor at the National Gallery

- 4.30pm Early Tea [Light Dinner] from **Oil Can Harrys**  
5.00pm Meet with Marielle Kelly (Careers Advisor - International Students in Trinity College Dublin)  
6-7.00pm Marielle Kelly in C&C: Career Opportunities for International Students (Arts) workshop "Making the Most of Study Abroad"  
7-8.00pm Focus Group with C&C students

## Wednesday 11<sup>th</sup> March

- 9.00am Debrief and address Final Questions and CCI Recommendations implemented with Suzi  
10.00am Meet with non-C&C student  
10.30am Meet with Maria Keane - IFSA Resident Director Ireland  
11.00am Write Report in the Meeting Room at the Mont Clare  
1.00pm Lunch from **Hatch & Sons**. Pre-Order  
<http://www.hatchandsons.co/#!/foodmenu/cl69>  
2.00pm Meet again in the Mont Clare for continuing report writing  
8.00pm Meet in reception of the Mont Clare for taxi to dinner  
8.30pm Farewell Dinner and Reception at **Sophie's Restaurant**, The Dean Hotel, 33 Harcourt Street\*