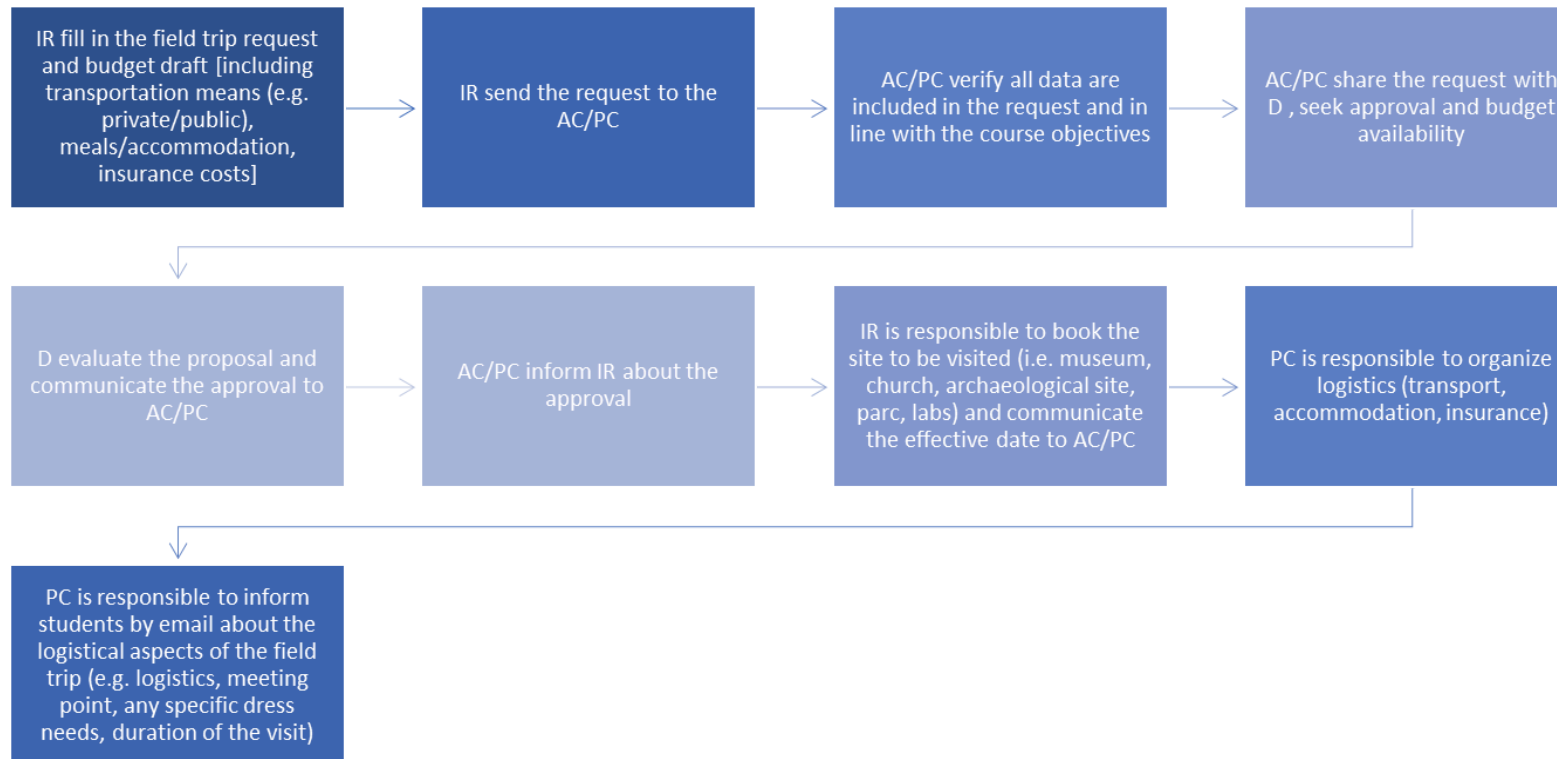


APPENDIX



Annex 1

Planning a Field Visit - Flowchart



Acronyms

IR = Instructor of Record
AC = Academic Coordinator
D = Director
PC Program Coordinator

Accounting Procedures and Cash Handling

Faculty will provide a list of desired site visits for their course to the Syracuse Academy Program Coordinator by the established deadline. The Program Coordinator will crosscheck costs with the program budget and contact the faculty for any necessary adjustments. Once site visits are confirmed, the Program Coordinator will proceed with bookings. Entry tickets, reservations and/or cash will be prepared, in advance, by the Program Coordinator to enable faculty to pay for each site visit or excursion. It is the faculty's responsibility to pick up the paperwork and payment needed for each visit in a timely fashion. Any time there is an exchange of cash, the faculty member is asked to sign a voucher. When paying for entries, please make sure that the correct change is given, and request a proper receipt/invoice to be returned to the Syracuse Academy as soon as possible following each visit. If faculty make any payments upfront, please remember that receipts are necessary for any reimbursement and should be turned in to the Syracuse Academy administrative offices as soon as possible following each visit.



Annex 2

Perspectives to analyze and organize learning experiences: toward a functional assessment

Guiding Questions

	Knowledge/Competencies	Planning	Methodology	Assessment/Evaluation
Acquiring knowledge	What essential knowledge and/or competencies must the learner acquire to achieve the learning objectives?	What actions must the subject take in order to learn?	What tools do I use to detect the knowledge that the subject possesses?	Has the subject achieved the set goals?
Creating knowledge	What cognitive structures does the subject have to experience a particular event/test? What skills has the subject developed to autonomously build knowledge on a particular object of interest?	What actions are indicative of the increasingly complex processes of advancement of knowledge and ability?	What experiences can I propose to challenge the incorrect concepts of the subject and support the creation of new ones?	Has the subject built new knowledge?
Sharing knowledge	How do I organize the group in such a way that each subject can exchange skills and knowledge with the other subjects?	What processes do I need to supervise to facilitate knowledge sharing? How to organize the group? How do I plan to make multiple groups work together?	How do I facilitate the exchange of knowledge between subjects?	Did each subject have the opportunity to exchange knowledge with peers?
Co-creating knowledge	How do I organize the group in such a way that everyone can make a contribution to an established task?	How can I facilitate the construction of shared knowledge?	How do I facilitate the shared construction of knowledge? How do I organize the participation of the subjects? What roles or tasks do I assign to the subject(s) according to the participation of all the others in the construction of shared knowledge?	Has the group built new knowledge through the participation and contribution of all?



Annex 3

Template for Mid-Term Program Evaluation

NB. Unless otherwise specified, answers are to be provided on a 5-point Likert scale: "Strongly Agree", "Agree", "Neutral", "Disagree", "Strongly Disagree".

1. Please, select the course attended (*multiple choice*)
2. How many class sessions did you attend? (*multiple choice*)
3. On average, how many hours per week have you spent on each section, including attending classes, doing readings, reviewing notes, making assignments, and any other course-related work?
4. How satisfied were you with your effort in this first course section?
5. The Syracuse Academy Platform was organized and easy to use
6. The classes were effectively organized
7. The sessions length was appropriate
8. The classes provided a mixture of explanation and practice
9. The exercises/case studies assigned were helpful and relevant
10. The reading materials were relevant to the assigned classes
11. The instructor presented content in an organized manner
12. The instructor explained concepts clearly
13. The instructor was helpful when I had difficulties or questions
14. The instructor provided clear constructive feedback
15. The instructor encouraged student questions and participation
16. The classes developed my abilities and skills for the subject
17. Please identify what you consider to be the strengths of the classes that you attended: (*open question*)
18. Please identify area(s) where you think the classes could be improved: (*open question*)
19. Additional comments: (*open question*)

