

# Response Summary

Total Started Survey: 18  
Total Completed Survey: 18 (100%)

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## 1. Are you (mark as many as apply)

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	Response Percent	Response Count
a former visiting professor	38.9%	7
a likely future visiting professor	27.8%	5
ACM Florence program advisor	16.7%	3
an alumnus of the ACM Florence programs	16.7%	3
spouse of a visiting professor	11.1%	2
ACM staff	0.0%	0
Other (please specify) Hide Responses	16.7%	3

Responses (3) | Text Analysis | My Categories (0)

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ACM Florence Site Visit  
3/19/2012 9:53 AM View Responses

Retired ACM staff  
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London program director  
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answered question 18

skipped question 0

## 2. How effectively would you say the Power of Place conference demonstrated the value of the ACM programs for faculty development and research?

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	Response Percent	Response Count
very effectively	66.7%	12
somewhat effectively	33.3%	6
neutral	0.0%	0
somewhat ineffectively	0.0%	0
very ineffectively	0.0%	0

answered question 18

skipped question 0

3. Please write one or two sentences explaining your response to question 2.

I think there was a wide range of types of faculty development and research presented at the conference. Some of the ideas were useful both on site and back on one's campus.

3/26/2012 5:22 PMView Responses

Janet's talk was inspirational, and an excellent kick-off to the event. Some of the Saturday papers were equally strong and inspirational. However, a few were less so...

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Conference was much more than I expected. Very professional. Very welcoming.

3/17/2012 3:25 PMView Responses

I would have liked to learn more about how people balance their time on a program and how much difference it makes to be repeating courses on a second or third visit compared with the first time through.

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I think the conference demonstrated the diverse types of research that can be done while in Florence.

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Faculty were both interesting and inspiring.

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research presentations not tied as tightly to the program experience as they might have been

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It was fascinating to hear the individual faculty members speak directly about the effect the Florence program had on them. Each one had powerful things to say about the city's relationship to their work, while there and in the years since their Florence stay (s).

3/14/2012 6:50 PMView Responses

In both Saturday a.m. sessions, there was good information to be gleaned from the various reports; but not all presentations were as on target as one might have hoped.

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It was good to hear the personal stories from faculty (although I wish the presentations could have been more tailored to the audience) . I had not known what a large portion of the ACM mission for study abroad was faculty research development.

### 3/14/2012 12:59 AMView Responses

Two of those who spoke about research went on much too long and in too much detail. They bored us non-specialists with detailed accounts of their findings and put us behind schedule. As a result, they damaged their own credibility in my eyes. I guess the timekeeper felt helpless to stop them. It was unfortunate.

### 3/14/2012 11:25 AMView Responses

Janet's talk illuminated how she taught on site. The other talks helped illustrate how teaching there helped research and improve one's teaching once one returned to campus.

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Terrific group of participants given strong presentations reflecting positive impact on professional development and high quality scholarship.

### 3/14/2012 10:54 AMView Responses

The scholarly presentations gave ample evidence of the carryover effect of leading study abroad. Still, I thought it was a misjudgment to present this research in such complete detail, as though the conference purpose were to present the research itself. Perhaps my peculiar reasons for attending--I'm a future London director, rather than a former Florence director--affected my response.

### 3/14/2012 10:09 AMView Responses

Extremely well organized, touching on important questions about the programs in Florence and London and possible solution to problems of space and classroom.

### 3/14/2012 10:00 AMView Responses

It was clear that many faculty had benefitted from their time in Florence, gathering data, making contacts, etc. However, with few exceptions, the presentations generally did not make the programs seem indispensable to our development and research.

### 3/14/2012 9:51 AMView Responses

Some of the papers were especially pointed and informative.

4. How effectively would you say the Power of Place conference demonstrated the challenges of teaching on site?

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	Response Percent	Response Count
very effectively	44.4%	8
somewhat effectively	50.0%	9
neutral	5.6%	1
somewhat ineffectively	0.0%	0
very ineffectively	0.0%	0
	answered question	18
	skipped question	0

5. Please write one or two sentences explaining your response to question 4.

There were good stories about the role place played in sorting out how to teach in the context of Florence, which again led to ideas for other settings.

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Many of the papers spoke to this issue with great humor and insight.

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Susan Ashley's presentation was the highlight for me.

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I'd actually like to answer this in between "very" and "somewhat." I got a number of interesting tips and ideas, but I had hoped to learn even more about this aspect of the conference.

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I thought the conference covered this but could have gone into greater discussion of this aspect.

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Most presentations were either academic or, if on topic, praised the advantages of on-site teaching. Liked Prof. Warde's, which tempered the enthusiasm with a dose of reality.

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good on the advantages of teaching on site; not as informative respecting the challenges

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Several presentations -- Susan Ashley's and Janet Smith's come to mind, but there were others -- directly discussed the advantages and complications of on site teaching.

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More attention might have been given to the various logistical challenges that faculty in the field can face--from teaching to living--and the types of solutions that have been devised or improvised.

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There could have been less generalizations and more specific logistics of problems and issues that arise when one leads abroad programs.

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Several presentations, including the student panel, testified to the power of teaching on site, when that is balanced with work in the classroom.

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The most powerful example of that was William Urban's presentation.

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Presenters reflected complexity of substantive issues in courses and how they had to be creative to convey these issues to students.

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Given the celebratory nature of this conference, there wasn't much room for "challenges."

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It is essential to use the sites for learning, not just museums and churches but also landscape and architecture. History and politics, with religion and other aspects of culture also play an important role.

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Both students and professors (including Janet) shared examples of challenges to teaching on site.

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The papers typically emphasized the advantages rather than the challenges of teaching on site.

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6. How effective would you say the Power of Place conference demonstrated the value of the ACM programs as a learning experience for students?

	Response Percent	Response Count
very effectively	66.7%	12
somewhat effectively	22.2%	4
neutral	5.6%	1
somewhat ineffectively	5.6%	1
very ineffectively	0.0%	0
answered question		18
skipped question		0

7. Please write one or two sentences explaining your response to question 6.

It was nice to have alums of the program--both recent students and students who went on to become faculty.

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If I were a student, I would definitely sign up! The students on the panel seemed to have been transformed by the experience.

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Brought out some of the difficulties. Duh.

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It would have been helpful to have some medium term feedback from recent alums.

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As I was one of the people on the panel my opinion is a little biased. I hope that our experiences helped the faculty have a clearer understanding of what does and does not work for the students.

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Would have liked to have been a student in each and every semester of the many years of the program.

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student panel was pretty weak, and that was the best opportunity for illustrating value to students

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The small group of recent students from Ripon and Monmouth College spoke effectively about the value for them. They are still young and not really out in professional life, but the one alumna of the program who came from Middlebury College to talk about her own experiences as an art historian and "on site" teacher was a very powerful example for the program's influence.

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The student presenters were wonderful in their insights, the relevance of their anecdotes, and in demonstrating the positive impact that their time in Florence had on their lives, academically and especially personally.

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Wonderful to hear from the students!

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The student sample was too small to provide a definitive answer to that question, but nothing in the conference undermined my belief that the ACM programs have been good learning experiences for most students.

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The students showed some nice connections and examples of how and what they learned there, both academically and personally.

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Students were not quite as articulate as I would have liked.

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Student learning was addressed most directly by the students themselves. Their emphasis was on "experience" more than on "learning," although they showed awe for the learning of their teachers.

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Nothing like seeing a Florentine work of art in situ, or seeing a Shakespearean play in Stratford-upon-Avon.

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The keynote address, along with several of the faculty presentations, demonstrated how vital on-site experiences can be to teaching & learning.

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The question-answer format was especially effective in eliciting pointed responses from the alums.

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8. List one or two pedagogical ideas you took away from this conference.

I liked the "find and experience" walk.

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I definitely would like the opportunity to face the challenges of on-site teaching in Florence. The paper titled "Street Noise" also suggested to me the idea of selecting a site in the city and doing a sedimentary historical and visual analysis of its layers.

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Susan Ashley's paper went beyond what I could do on my own without being overly complicated.

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Importance of classroom teaching as a break from the intensity of site visits. Janet Smith's final exam questions.

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Liked Prof. Ashley's approach to eliciting student responses in reading the (ultimately unknowable) past.

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when teaching a work meant to be viewed in situ, try as much as possible to recreate the site

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I am a spouse, not a teacher. I could definitely speak for the advantage of learning from the city as the master text for the students, in whatever discipline they desired.

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The positive potential that exists in the effective use of conventional classroom learning/teaching in a setting that emphasizes (perhaps to a fault) the importance of teaching on-site.

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Katy Smith Abbott's talk in particular was replete with ideas that I will incorporate into my classroom. I also appreciated Janet's keynote -- especially the reminders of how different it is to speak of art without that art in front of you.

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Not sure I took away any that I could implement now.

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The list of courses taught in Florence was very helpful in helping me think of possible topics for future courses. Now just need to get syllabi. I also wanted to try out the solo discovery assignment in order to get better journal responses.

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not applicable

3/14/2012 10:54 AMView Responses

Strategies for recognizing the past in a setting that is uncontrovertibly present. Help students to see the dangers of technology in stealing their experience of place.

3/14/2012 10:09 AMView Responses

The importance of teaching art in Florence and theater in London. How setting influences familiarity with the works as well as critical thinking. The difficulty of doing a lot more than teaching with fragile minds.

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A valuable list of sources on Hercules. The idea of solo discovery projects.

3/14/2012 9:46 AMView Responses

9. List one or two research methods or topics you took away from this conference.

I think it would be interesting to consider how studying in a place might help yield unique conceptual insights that would then influence how one's perspective back home and/or later in one's life.

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I am interested in further examining the interaction between the past and present of Florence--how is the myth of the city superimposed over the reality of it?

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Susan Ashley's paper was really an eye-opener.

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None.

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can't say I took away ideas in this area

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Not a scholar. I was not thinking of the conference as a source of further research.

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I'm afraid there were none.

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None. This was not as strong, in my opinion. I would have liked to hear more not about the findings of such research but the methodology of researching while leading a program.

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Rand Smith's presentation encourages me to get interested again in Italian politics when next we visit.

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The Hercules and Theseus topics were very interesting. I would like to read the entire papers. Hopefully the festschrift will be available online. But if not I'll look them up when they are deposited in our college library.

3/14/2012 11:21 AMView Responses

not applicable

3/14/2012 10:54 AMView Responses

Archives are part of the place, for those who have time to use them. Overall: As a non-Florence person, I found the unmitigating nostalgia of the conference somewhat problematic. It's probable I would have felt differently if I had worked with a woman who is obviously very amazing. But I do wonder about the impact on future Florence directors who are being told about the good old days when they are going to have to build the bright new days. Still, my thanks for the conference--I know how much work this is, and I am energized for my study abroad experiences that lie ahead.

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The connection with libraries through the internet; and the research on the spot for our interests related to our participation in the programs.

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