

EDCP 323 96A

Curriculum and Pedagogy in Outdoor Environmental Education

Course description: An interdisciplinary focus in methodology and program planning of Outdoor Environmental Education (OEE).

Dates & times:

Online - July 5th to 8th, 2016
In-person- July 11th to 22nd, 2016 - 13:30 to 16:20 p.m.
Overnight- July 16th to 17th, 2016 - Deas Island Overnight trip - **compulsory**

Instructor: Hartley Banack, PhD
Office Hours: by appointment
Contact: hartley.banack@ubc.ca

Location: Scarfe Classroom #210/ Outdoors everywhere, all-the-time / Deas Island

Course Activity Fee: \$75.00 paid in advance through PDCE.

Readings: Selected readings, accessed via Connect, are listed below.

Course Objectives:

During this course, students shall:

- be introduced to history and theoretical underpinnings of Outdoor Environmental Education (OEE);
- learn basic elements around planning, teaching, and assessing safe and pedagogical-sound OEE learning experiences, including field and over-night outings;
- situate the importance of risk (assessment and management) and safety within the context of OEE experiences;
- explore interdisciplinary connections between curriculum, educational organizations, and OEE;
- foster skills to assist in promoting personal, social, and environmental responsibility through OEE (including individual differences, backgrounds, interests, needs, and abilities of learners);
- create collegial networks of an OEE learning community that extends beyond the course;
- contemplate/develop connections between OEE and methods of facilitating sustainable ways of living and learning.



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Evaluation Overview: Course utilizes a pass/fail assessment. The following assignments must be fulfilled for a pass. A rubric is provided to help you understand how I shall assess your standing in relation to your work. Your participation is invited in the development of this process.

- Participation, Professionalism & Republic
- Journal Reflection Log
- Outdoor Experiential Learning Workshop
- Local OEE Resource Survey

Description of Evaluation Components:

I. Participation, Professionalism & Republic (ongoing)

Includes:

- full attendance mandatory, including out-trip
- constructive and thoughtful contributions during class and field sessions
- effective interpersonal skills and positive contribution toward community-building (republic being of the people)
- preparation for activities (including readings, trips, gear, etc.)
- Reading: Once during the face-to-face meetings, you will summarize one reading and lead a short discussion on the topic for the group. This will be using the work done during week one of the course. (see below in journal)

Note: Attendance is mandatory for the course.

II. Journal Reflection and Reading Log (Due: Brought to last class and shared- Old Skool)

Three journaling assignments comprise this log. You will need to provide a blank journal (bought or made, or recycled and reclaimed) (lined or unlined) for your use, and for submission at the end of the course. The journal is an analogue "artifact" (as opposed to digital), requiring a "physical" embodiment. It will be returned to you, if you so desire. The three journal parts are:

a) *Daily journal entries:*

Pre Class- On-line: July 4-8, 2016

This begins with readings and online reflections for the week of July 4-8, 2016.

- Read one article and complete a literature review form for each. Comment on Topic of class in reflection.
- Log: Keep track of time spend outdoors and activities done, in relation to time spent indoors and online
- Post to Connect
- Comment on one of your peer's postings (summary and/or log) via Connect.
- Repeat this for each day of the week.

On campus: July 11-22, 2016

During the weeks of July 11-22, you shall switch to your artifact journal, as described above. After each class, you shall complete an entry reflection considering the following: personal reflections/responses to course experiences and readings; personal reflections of group interaction and community building; logistical information – times, dates, distances, locations, concrete observations; amount of time spent outdoors during the proceeding 24 hr. period.



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You shall be required to share ONE short summary of relevance from the readings with the rest of the group during this week. We will figure out the schedule when we meet.

During and following classes, you shall complete a daily entry considering the following:

- personal reflections/responses to course content and readings;
- personal reflections of group interaction and community building;
- logistical information – times, dates, distances, locations, weather, notable happenings;
- amount of time spent outdoors during each 24 hr. period during the course and how being outside influences your being (energy, emotions, etc.)

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b) Out-trip reflection:

Considering your out trip groups (tent/food/travel/canoe/etc.), reflect on personal and group preparedness and community wellbeing goals and how these played out on the trip (what worked and what did not, and why). As with all EDCP reflections, primary lenses are curriculum and pedagogy.

c) OEE Learning Log:

Note: this is a 'capstone' piece from/of the prior logs.

As this course is both simultaneously a study of and a journey into Outdoor Environmental Education (OEE), offering many reflections on how OEE might exist within your teaching practice, this final journal effort is a *capstone* consolidation of the EDCP 323 experience. You, as teacher/educator, have the possibility to implement local outdoor learning in your practice. The OEE Learning Log asks you to realistically position yourself with respect OEE in your practice by considering how you (concretely) plan to incorporate OEE into your practice/life, broad in scope and may include: methodological considerations, implementation considerations, pedagogical connections, etc. It is asked that you take into account a real local sphere of practice as a situation realm of place for your OEE Learning Log (i.e. where do you plan to teach and how might you practice OEE in this physical area, or if you are not teaching, how might you help increase the value of TSO?).

Journal entries may include pictures, sketches, course material, or other creative means to express insights. I shall share some examples from prior courses early in the course to consider.

III. Experiential Learning Workshop (Due: Sign up)

Each of you have particular interests and expertise in a topic related to OEE. In a small group (n=2/3), you shall prepare and present a 10-15 minute "mini-lesson" as part of our experiential learning workshops throughout the course. The lessons will come at a relevant "teachable" moment (i.e. if the lesson is on food storage on out-trip sites, the moment would be during the out-trip, or if the lesson is on menu preparation for an out-trip, the lesson would happen prior to our out-trip). You will sign up for this workshop based on when your lesson most makes sense. As this is an education course, the mini lesson must be "pedagogically" focused, considering the learning experience, and not just content. You will also be asked to intentional consider where your lesson takes place. Thus, if your lesson is about food menus, you need to connect its relevance to the curricular and pedagogical aspects of this question (the menu, nutrition, food sources, food waste, etc.).

This lesson is not only on how to do a skill, but how the topic relates to educational settings and the practice of teaching.

Some sample topics include, but are not limited to (discuss if you've got other thoughts):



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<ul style="list-style-type: none"> -Environment/ecology -History -Leave no trace/trail etiquette -Flora/fauna (edible plants etc.) -Proper packing strategies -Initiative/Challenge activities -Outdoor art/dance/song -Non-western outdoor practices -indoor/outdoor interfaces 	<ul style="list-style-type: none"> -Outdoors and first aid -Water treatment and hydration -Clothing and equipment -Food planning/preparation -Map reading/compass use (GPS) -Trip planning (including emergency plan) -Risk management -Outdoor sounds -Digital/outdoor interfaces
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IV. Local OEE Resource Review Survey (Due by end of course)

Working in groups, you will conduct a scan of a neighbourhood VSB school and assess the OEE resources available. You will summarize your findings and produce a Local OEE Resource Survey that will be delivered to the school's administration. Examples of prior scans can be found here: <http://www.wildaboutvancouver.com/school-projects/> - <http://www.wildaboutvancouver.com/school-projects/>

Course Schedule

ONLINE- July 5-8, 2016 Reading week

Week	Topic & Activities	Readings
Day 1 Mon July 4 online	What is Outdoor Education (OE)? Read one article and complete a literature review form for each. Comment on Topic of class in reflection. Log: Keep track of time spend outdoors and activities done, in relation to time spent indoors and online Post to Connect Comment on one of your peer's postings (summary and/or log) via Connect. Repeat this for each day.	Friedel, T.L. (2011). Looking for learning in all the wrong places: urban Native youths' cultured response to Western-oriented place-based learning. <i>International Journal of Qualitative Studies in Education</i> . Vol. 24, No. 5, 531–546. Gruenewald, D.A. (2003) Foundations of place: A multidisciplinary framework for place-conscious education. <i>American Educational Research Journal</i> , Vol. 40, No. 3. pp. 619-654. Orr, D.W. (1994) What is education for? In <i>Earth in Mind: on education, environment and the human prospect</i> . Island Press: Washington, DC. Priest, S. (1986). Redefining outdoor education: A matter of many relationships. <i>Journal of Environmental Education</i> , 17(3), 13-15.



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<p>Day 2</p> <p>Tues July 5</p> <p>online</p>	<p>Why engage in OE?</p>	<p>Smith, G.A. (2004): Cultivating Care and Connection: Preparing the Soil for a Just and Sustainable Society, <i>Educational Studies: A Journal of the American Educational Studies Association</i>, 36:1,</p> <p>Sobel, D. (2012). Look, don't touch. <i>Orion</i>. July/August.</p> <p>Waite, S., Evans, J., Rogers, S. Simmons, B. & Spalding, N. (2011). Play-based Outdoor Learning: a Route to greater social cohesion? <i>AERA 2011: Inciting the Social Imagination</i>, New Orleans, 8-12 April 2011</p> <p>Zink, R. (2010). The constitution of outdoor education groups: An analysis of the literature. <i>Australian Journal of Outdoor Education</i>, 14(2), 21-32</p>
<p>Day 3</p> <p>Wed July 6</p> <p>online</p>	<p>What are relationships between OE and Experiential Education?</p>	<p>Itin, C.M. (1999) Reasserting the philosophy of experiential education as vehicle for change in the 21st century. <i>Journal of Experiential Education</i>, 22(2), p.91-98.</p> <p>Lindsay, A. & Ewert, A. (1999). Learning at the edge: Can experiential education contribute to educational reform? <i>The Journal of Experiential Education</i>, 22(1), 12.</p> <p>Raffan, J. (1996). About boundaries: A personal reflection on 25 years of C.O.E.O. and outdoor education. <i>Pathways</i>. 8(3).</p>
<p>Day 4</p> <p>Thurs July 7</p> <p>online</p>	<p>What are critical issues related to OE?</p>	<p>Beames, S. (2006). Losing my religion: The quest for applicable theory in outdoor education. <i>Pathways</i>, 19(1).</p> <p>Fabrizio, S. M. and Neill, J.T. (2005). Cultural adaptation in outdoor programming. <i>Australian Journal of Outdoor Education</i>, 9(2), 44-56.</p> <p>Brussoni, M., Olsen, L. L., Pike, I., & Sleet, D. A. (2012). "Risky play and children's safety: Balancing priorities for optimal child development." <i>International Journal of Environmental Research and Public Health</i>, 9(9), 3134–3148.</p> <p>Hanna, G. (2005). <i>Youth safe outdoors</i>. Edmonton, AB: Quest Research and Consulting. http://www.youthsafeoutdoors.ca/</p> <p>Lugg, A. (2007). Developing sustainability-literate citizens through outdoor learning: possibilities for outdoor education in Higher Education, <i>Journal of Adventure Education & Outdoor Learning</i>, 7:2, 97-112</p>
<p>Day 5</p>	<p>What are connections between OE and health and</p>	<p>Adelson, N. (1998). Health beliefs and the politics of Cree well-</p>



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<p>Fri July 8 online</p>	<p>well-being?</p>	<p>being. Health (London) 2: 5 DOI: 10.1177/136345939800200101.</p> <p>McCurdy, L.E. et al. (2011). Using Nature and Outdoor Activity to Improve Children’s Health. <i>Current Problems in Pediatric and Adolescent Health Care</i>, Volume 40, Issue 5, Pages 102-117.</p> <p>Pretty J, Angus C, Bain M, Barton J, Gladwell V, Hine R, Pilgrim S, Sandercock S and Sellens M. 2009. Nature, Childhood, Health and Life Pathways. Interdisciplinary Centre for Environment and Society Occasional Paper 2009-02. University of Essex, UK.</p> <p>Chawla, L. (2015). The benefits of nature contact for children. <i>Journal of Planning Literature</i>. Vol. 30(4) 433-452.</p>
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WEEK July 11-15

Date	Activity/Topic/Location	Readings/Field Locations Notes and Course Info
<p>Day 5 Mon Jul 11</p> <p>Topic: Welcome</p>	<p>13:30-14:15- Noticing where we are</p> <p>14:15-15:00-Community Building</p> <p>15:00-15:45- Local Mapping/Group Logging</p> <p>15:45-16:20- Course admin. Syllabus Review & Readings</p>	<p>Pre meeting reading</p> <p>Adventure and Outdoor Education (Mark Lund)</p> <p>http://www.youtube.com/watch?v=wRR1feHqZPY http://www.youtube.com/watch?v=wRR1feHqZPY</p> <p>Meet at: We will meet at different outdoor locations each day. Please take note!</p>
<p>Day 6 Tue Jul 12</p> <p>Topic: Experiential Learning</p>	<p>13:30-14:00- Community Building</p> <p>14:00-15:00- Cycle Tour of UBC to Norma Rose Point</p> <p>15:00-15:30- Readings and Topic</p> <p>15:30-16:00- VSB Outdoor Learning Project and Wild About Vancouver</p> <p>16:00-16:20- Trip Planning – Task group formation</p>	<p>Experiential Workshop Proposals Due at beginning of next class.</p> <p>Cycle Tour Info- We will be cycling twice during this course, once over a trail. Please have a working bike and a helmet for this part of the experience. We are not going far, but the mode of transportation is important. If you have a particular situation, please email me to discuss. Do not leave this to the last minute, please.</p> <p>Meet at: Scarfe on Main Mall.</p>
<p>Day 7 Wed Jul 13</p> <p>Topic: Risk/Liability</p>	<p>13:30-15:00 – Tree Tour</p> <p>15:00-15:45- Risk/Liability/Safety</p> <p>15:45-16:20 – Debriefing- cycle trip</p>	<p>Forth, C.L. (2014). <i>School Supervision. Risk Ed. Volume 19, Issue 1.</i></p> <p>http://www.bcspp.org/sites/default/files/media/Risk%20ED%202014%20Vol%2019%20Issue%201%20Fall.pdf</p> <p>Hanna, G. (2005). <i>Youth safe outdoors</i>. Edmonton, AB: Quest Research and Consulting.</p>



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Date	Activity/Topic/Location	Readings/Field Locations Notes and Course Info
		http://www.youthsafeoutdoors.ca/ Meet at: TBA
Day 8 Thurs Jul 14 Topic: Gear	13:30-14:00 Community Building 14:00-15:00- Experiential Learning Workshops 15:00-15:30- Readings 15:30-16:20 Trip Prep and Planning- Work in group task areas- equipment list- resource list- introduce trip- food group- block out time	Equipment Check List: http://www.pc.gc.ca/eng/pn-np/ab/banff/activ/randonee-backpacking/guide-bcchecklist.aspx http://www.pc.gc.ca/eng/pn-np/ab/banff/activ/randonee-backpacking/guide-bcchecklist.aspx Out-trip Practical Advice: http://www.gorp.com/hiking-guide/hiking-and-backpacking-advice-guide-sp.html Meet at: UBC Botanical Garden
Day 9 Fri July 15	No Class	No Class
Days 10/11 Sat/Sun July 16-17	Overnight Field Trip – Itinerary below	Experiential Workshops, service learning project,

WEEK 3 July 18-22

Date	Activity/Topic	Readings
Day 12 Mon Jul 18 Topic: Integrating EE across the curriculum, interdisciplinary	13:30-14:00- Community Building 14:00-15:00-Natural Curiosity and Connecting the Dots- the students 15:00-15:30- Readings 15:30-16:10- Experiential Learning Workshops 16:10-16:20- Curricular Resources	Kozak, S., & Elliot, S. (2014). <i>Connecting the dots</i> . Oshawa, ON: Learning for a Sustainable Future. Retrieved from http://lsf-1st.ca/dots The Laboratory School (2011). Natural curiosity. Toronto, ON: The Dr. Eric Jackman Institute of Child Study, OISE. Retrieved from http://www.naturalcuriosity.ca/pdf/NaturalCuriosityManual.pdf Meet at: TBA
Day 13 Tue July 19 Topic: School Scan	13:30-16:20- Remote- at school site	Meet at: VSB School
Day 14 Wed Jul 20 Topic: Health and Outdoor Education	13:30-14:00- Community Building 14:00-15:00- Second Cycling trip- Camosun Bog and the Pacific Spirit	Meet at: In front of Scarfe on Main Mall.



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	<p>trails</p> <p>15:00-15:30- Readings and Topic</p> <p>15:30-16:20- Experiential Learning Workshops</p>	
<p>July 15 Thu Jul 21</p> <p>Topic: First Peoples/Multicultural OEE Perspectives and Learning</p>	<p>13:30-14:00- Community Building</p> <p>14:00-15:00- Indigenous walking tour of campus</p> <p>15:00-15:45- Experiential Learning Workshops</p> <p>15:45-16:20- Readings and Topic</p>	<p>Cajete, G. (1994). <i>Look to the mountain: An ecology of indigenous education</i>. Kivaki Press, 585 E. 31st St., Durango, CO 81301.</p> <p>Meet at: "Victory though Honour" totem pole by Brock Hall</p>
<p>July 16 Fri July 22</p> <p>Topic: OEE as "Good teaching"</p>	<p>1330-1415- Journals</p> <p>1415-1500- Dis-orientation (closures and openings) course evaluation, feedback, and final course admin</p> <p>1500-1620 Forest School - Fresh Air Learning presentation- Tricia Edgar</p>	<p>Journal Reflections and Local OEE Resource Surveys sharing- Bring your completed journal.</p> <p>Banack, H. (2015). <i>Fractals of Outdoor and Experiential Learning: Interview Patterns with Dr. James Raffan. Pathways: the Ontario journal of outdoor education</i>. Spring 2015.</p> <p>Meet at: In front of Scarfe on Main Mall.</p>



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Muskrat Meadows, Deas Island paddle/over night trip- Attendance is mandatory. We will make “pods” for meals and transportation (you will be responsible for these costs outside of the course fee). UBC has camping equipment (tents, stoves, sleeping bags, etc.) for your use. We will be camping out overnight, rain or shine!

Day/Times	Activity	Location
July 16 900-930	Arrival and Orientation at Rowing Club, Deas Island	Only six cars allowed, so need to carpool. See PDF map for location, as well as Google Maps- Deas Island
930-1130	Canoe session	Deas Slough- - On water/land
1130-1230	Wild About Vancouver and VSB Schools Outdoor Learning Project	Rowing Club
1230-1300	Lunch- cold	Rowing Club
1300-1400	Canoe session	Deas Slough - On water
1400-1600	Canoe Paddle	Deas Slough - On water
1600-1800	Set camp and eat dinner	Muskrat Meadows
1800-2000	Rest Time	Muskrat Meadows
2000-2200	Evening Activities- Campfire- Songs and Stories	Muskrat Meadows
2200-2230	Campfire and sleep!	Muskrat Meadows
July 17 0800-0930	Breakfast and pack-up of tents	Muskrat Meadows
0930-1030	Experiential Workshops- x 3	Various locations
1030-1200	Soundscaping	Various locations
1200-1300	Lunch and complete final pack-up. Gear to be left at campsite.	
1300-1500	Ryan – Connection to place Topic: Community Scan- What is this and how to conduct	Muskrat Meadows
1500-1530	Final wrap up and departure	Various locations

Sample Assignment Rubric:



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	Outstanding	Accomplished	Satisfactory	Weak
Conceptual Work	Profound and nuanced ideas of the topic have been engaged with deeply.	Main ideas of the topic have been explored.	Some aspects of the topic have been addressed, and others have been missed.	Superficial treatment of the topic, including significant gaps in the discussion.
Reflective Work	Reflections synthesize and contextualize significant issues with probing insights that complexify.	Reflections explore reasonably important issues in a competent manner.	Reflections are often superficial, seem to state the obvious, or overlook key aspects of the discussion.	There is little to no evidence that ideas were thought about reflectively and/or with care.
Evidenced Work	Points are exceptionally reasoned and thoroughly supported through relevant examples. Reference list is appropriate.	Points are well reasoned and often supported with relevant, effective examples. Reference list is adequate.	Points attempt reason and occasionally and/or ineffectively use relevant examples. Reference list is marginal.	Points are un-reasoned and examples are not provided, or inappropriately so. Reference list is inappropriate.
Cogency	Work is exceptionally organized, thoughtfully developed, and creatively infused. Reader is left delighted.	Work is well organized, thoughtfully laced, and/or hints of creative infusion. Reader is left satisfied.	Work shows aspects of organization, glimpse of thoughtfulness, and/or shadows of creativity. Reader is left desiring more.	Work is disjointed, un-thoughtful, and/or lacking in creativity. Reader is annoyed.

Source: adapted from J M Young

The grading scale is as follows:

“A” Range 85% - 100%

“B” Range 70% - 84%

“C” Range 55% - 69%

“D” Range 50% - 54%

