

Brock University
Recreation and Leisure Studies
RECL 3P26 – Outdoor and Environmental Education
Fall 2014

Time: Thursdays (8:00-11:00)

Location: Welch Hall 207

Instructor: Mary Breunig, Academic South Room 348, x5387, mary.breunig@brocku.ca

Office Hours: Wednesdays, 12-2 pm and Thursdays, 11 am or by appointment

Description: Theoretical and practical investigation of the outdoors as a setting to develop environmental awareness and connection to place.

Objectives:

To develop students' outdoor and environmental education knowledge and skills and to encourage students to develop into ethical and professional outdoor and environmental practitioners:

Knowledge

- Theoretical and foundational knowledge about outdoor and environmental education, including: history of outdoor education and environmental education, outdoor education and environmental education settings, philosophical foundations for outdoor education and environmental education pedagogy, and pedagogical approaches;

Skills

- Skill development relevant to outdoor and environmental education, including: lesson planning, service-learning, schoolyard pedagogy, experiential field activities, and authoring an educational autobiography;

Dispositions

- Emphasis on the importance of ethical and professional practice within the fields of outdoor and environmental education, including: developing a sense of one's epistemological and ontological positioning, identifying the purposes of outdoor and environmental education and their potential to bring about a world that is more socially and environmentally just, and further developing students' critical thinking and praxis.

Required Texts (only one requires purchasing-the other two can be accessed free onlineyippee !!!). There also required readings posted to sakai for certain days (see below).

- Gilbertson, K., Bates, T., McLaughnlin, T., & Ewert, A. (2006). *Outdoor education: Methods and strategies*. Champaign, IL: Human Kinetics.
- Kozak, S., & Elliott, S. (2014). *Connecting the dots: Key strategies that transform learning for environmental education, citizenship, and sustainability*. Oshawa, ON: Learning for a Sustainable Future. Free @ www.lsf-lst.ca/dots.
- <http://www.edu.gov.on.ca/eng/teachers/enviroed/ShapeTomorrow.pdf>
- Ontario Ministry of Education (2009). *Acting today shaping tomorrow: A policy framework for environmental education in Ontario schools*.

Course Evaluation:

Dear Mary Letter	5%
Reading Responses	32%
Participation @ Glynn A. Green (Sept 26, 27, or Oct 23)	3%
Educational Autobiography	20%
Lesson Plan	25%
Quizzes (2)	15%

All assignments are due at 8 a.m. Eastern Time on the due dates indicated in the course outline. Any late assignment will be assessed a 10% reduction per day late. Late assignments must be turned in directly to the instructor during her office hours or by a confirmed appointment only (please email the instructor at mary.breunig@brocku.ca to schedule an appointment). The department's administrative assistant will not be responsible for accepting assignments.

In the event of a medical emergency, you must complete the Faculty of Applied Health Sciences (FAHS) medical form for consideration of late or missed assignments or quizzes to be granted. In the event of a death in the immediate family and/or a "valid" medical emergency, you must notify the professor via email (including the submission of the FAHS medical form) within 48 hours of any missed assignment deadline for consideration to be granted.

Students are referred to the 2014/2015 Brock University Undergraduate Calendar

(<http://www.brocku.ca/webcal/current/undergrad/areg.html>) for information regarding academic dishonesty. This information will be reviewed with students during the first two weeks of class.

Course prerequisites for 3P26 include one of RECL 1P90 (1F91 or 1P91), 1P03, PEKN 1P93 or permission of the instructor. The last date for withdrawal from this course without penalty is Tuesday, November 4th. You will have received notification of 15% of your final grade for this course by Tuesday, October 28th. The cost for field activities for this course=\$50.

A few comments about course expectations and course intentions:

Course Expectations:

- active listening and willingness to learn from peers
- attend all classes and field trip and avoid lateness
- complete all assigned readings and assignments in preparation for active engagement
- willingness to share insights from professional and personal experiences
- an openness to challenging ourselves as learners and educators and a willingness to take risks and to experiment with various ideas and pedagogical approaches
- the development of a learning environment that works to avoid BAD (blocking and/or bashing, anti-inclusive, and/or dominating) behaviour (with an acknowledgment to Maureen Connolly for introducing me to this acronym)
- agree to not use smart phones and non-course related technology in class and (or for parents and others encountering potentially urgent situations, turn off the ringer, and answer calls after quietly leaving the classroom)

Course Intentions:

- to promote a sense of wonder and adventure in teaching and learning in an effort to stimulate student interest in lifelong learning
- to develop a learning environment that is safe, nurturing, and rigorous
- to promote the acquisition of specific knowledge, skills, and dispositions in regard to teaching outdoor and environmental education as outlined in the course objectives
- to further develop students' critical thinking, reading, and writing skills
- to be fair and consistent (any student who has a query or concern about her/his mark, should articulate it in writing and make an appointment with me)
- to attempt to bring my values and beliefs about teaching and learning into congruence with my teaching praxis and to demonstrate that in class

WEEKLY SCHEDULE

Dates	Topic	Readings	Assignments
Thurs. Sept. 4	Introductions & Outdoor Education and Environmental Education	<ul style="list-style-type: none"> • Lund (on sakai) • Gilbertson, Bates, McLaughlin, & Ewert, Chapter 1 	<p>Complete Readings</p> <p>Bloom's Handout (in class)</p> <p>Complete Waivers and Consent (in class)</p> <p>Sign-up for Service-Learning Project (in class)</p>
Thurs Sept 11	Ropes Course Pedagogy	<ul style="list-style-type: none"> • Gilbertson, Bates, McLaughlin, & Ewert, Chapter 5 • Adventure Programming – Chapter 46 (on sakai) 	<p>"Dear Mary" Letter Due (5) Assignment 1 (see below)</p> <p>Reading Response (4)</p> <p>Full Morning on Ropes Course. Meet @ tennis courts outside Walker @ 7:55 am</p>
Thurs Sept 18	Outward Bound & Lesson-Planning	<ul style="list-style-type: none"> • Gilbertson, Bates, McLaughlin, & Ewert, Chapter 3, 7, & 11 	<p>Rob and Mike from Outward Bound Canada @ class</p> <p>Reading Response (4)</p>
Thurs. Sept 25	Integrated & Inquiry-Based Learning, Community Engagement	<ul style="list-style-type: none"> • Kozak & Elliott Intro. and Strategies 1, 2, 3, 4, & 6 	<p>Remember weekend service project – Sept. 26 & Sept 27</p> <p>Reading Response (4)</p>
Thurs Oct 2	Methods	<ul style="list-style-type: none"> • Gilbertson, Bates, McLaughlin, & Ewert, Chapter 8, 9, & 10 	<p>Reading Response (4)</p>

Thurs. Oct 9	Multiple Intelligence Theories and in class Lesson-Planning	<ul style="list-style-type: none"> Bisson & Stremba – Multiple Intelligence Theory (on sakai) 	Part 1 – Quiz (10) Reading Response (4)
Reading Week Oct 13-17 No Class			
Thurs. Oct. 23			Class @ Glynn A. Green
Thurs. Oct 30	Settings and Instructional Considerations	<ul style="list-style-type: none"> Gilbertson, Bates, McLaughlin, & Ewert, Chapters 2 & 6 Kozak & Elliot Strategy 5 	Reading Response (4)
Thurs. Nov. 6	Play Day	<ul style="list-style-type: none"> Games Chapter – Michaelis & O’Connell 	Bring an Initiative to Class
Thurs Nov. 13	Education and Policy	<ul style="list-style-type: none"> Acting Today Shaping Tomorrow 	Reading Response (4)
Thurs. Nov. 20	Reflection and Transfer	<ul style="list-style-type: none"> Sakai Readings Stremba – Six Generations of Facilitation Skills Frank – Journey Toward the Caring Classroom 	Educational Autobiography (20) Final Assignment 3 (see below) Reading Response (4)
Thurs. Nov. 27	Closing	<ul style="list-style-type: none"> Gilbertson, Bates, McLaughlin, & Ewert, Chapter 12 	Part 2 – Quiz (5)

Outdoor and Environmental Education – RECL 3P26
Reading Responses – (8 in total)
Due Date: Ongoing
Value: 32%

The reading response assignment is designed to encourage you to **read** and critically reflect upon the assigned courses readings in preparation for class and **attend** all classes and to **arrive on time** (8 am Eastern Time – set your clocks according to CBC time !).

Your **daily reading response** (8 in total as indicated above) should include the following:

- a short summary of each of the daily readings and a response to one of the following critical queries (consider the higher level thinking as outlined in Bloom’s taxonomy in your responses):
 - what in the readings connects with your own experience or other theory related to this topic?
 - what did you learn from the reading that you can directly apply to your own teaching or learning?
 - what may be missing from the reading or what critique do you have of the author or the information?

Reading responses should be single-spaced, typewritten, and about 1 – 1 ½ pages in length (but no longer). I will be collecting these responses at the beginning of class (CBC time - Eastern Time Zone) every day that there is an assigned reading (the first class on Sept 4th being the only exception). You have to arrive on time to class and attend class to hand in and receive credit for a reading response. **If you are late or fail to attend class on that day, you will receive a 0 mark for that day’s response.** Attendance and timeliness are thus mandatory for this class in much the same way that they are in teaching and in life.

Each response will receive a √-, √ or √+ based on the criteria outlined in the rubric below. Written feedback will also be provided.

√-	√	√+
either incomplete or “less than” succinct summary (1 – 1 ½ page length)	summary could be more complete and/or succinct (1 – 1 ½ page length)	fully and succinctly summarizes daily readings (1 – 1 ½ page length)
lower levels of Bloom’s thinking/writing	mid-level Bloom’s thinking/writing	incorporates higher level thinking/writing (Bloom’s)
lacking original insight and/or integration with personal experiences	somewhat original insights and/or attempt at integration	highly original insights and/or excellent integration of insights with personal experiences
writing quality (grammar and spelling, etc) was below average	average quality of writing and/or flows less well (ideas are less well connected)	high quality of writing (well-edited for grammar and spelling) and flows well

Outdoor and Environmental Education (3P26)

“Dear Mary” Letter Assignment 1

Due Date: September 11th

Value: 5%

The intent of the “Dear Mary” letter assignment is to provide me with some information about you, your interests, your learning styles, your past outdoor and environmental education experiences, etc. Please provide brief responses to the queries listed below. **You will receive 5 points if you complete this assignment and hand it in by the beginning of class (8 am in the early morning comrades) Eastern Time (CBC time – don’t be late!) on Thursday, September 11th. If you are late in handing in the assignment but still attend class, you will receive half points (2.5). If you fail to complete the assignment by September 11th or do not attend class that day, you will miss the opportunity to receive any points for this assignment.** You may hand write (if you think I will be able to read it) or type your assignment. You do not need to be concerned about proofreading your work and you do not need to worry about spelling, grammar, or APA. You can be creative with this assignment if you so choose but do not need to be. The purpose of this assignment is for me to get to know you better; you will therefore be writing in the first person. You should decide how much or how little you wish to share.

- work and experiences related to the field of environmental and outdoor education (did you get any of this curriculum in K-12 or at summer camp?)
- “things” that you are looking forward to and/or worried about in the upcoming year, with this course or other life matters
- why are you taking this course? What do you hope to get from it?
- “things” that you would like me to know about you/your learning style
- “things” that you expect from a professor
- “things” that you wish that a professor would avoid
- initial reflections on the syllabus: manageable, fair, interesting, or not ???
- what is one word that you would use to describe yourself
- what is one word that others might use to describe you (consider asking people)
- anything else that you would like to share about yourself

Outdoor and Environmental Education (3P26)
Lesson Plan Assignment 2
Due Date: When do you want to hand this one in?
Value: 25%

The purpose of this assignment is to provide you with an opportunity to develop a lesson plan that integrates outdoor or environmental education theory and practice into Ontario Ministry of Education K-12 academic curricula.

Prepare a 2-3 page ORIGINAL lesson plan (cannot be copied from books or articles) that applies outdoor and/or environmental education in a “traditional” classroom setting. You will need to choose a specific grade level and a specific subject from the Ontario curriculum to prepare your lesson plan. Ontario curriculum documents can be obtained online @ <http://www.edu.gov.on.ca/eng/teachers/curriculum.html> **Please ensure that you cover the following in each of your lesson plans: statement of purpose/objectives, expected outcomes, target grade, relevance to Ontario curriculum (specifically make reference to what part of the ON curriculum your lesson plan will address and attach relevant Ministry unit), full description of procedures, time required, material requirements, and assessment (evaluation) possibilities. Also, in consideration of both the guest lecture in conjunction with readings and materials from class, you will be assessed on how well you employ the experiential learning cycle (Kolb, 1984) in your written plan.**

Marking Rubric – Lesson Plan

C or less	B	B+	A	A+
<ul style="list-style-type: none"> * did not cover all the above categories * poor attention to detail * age-appropriate *outdoor/environmental education theory/lesson not well-connected to subject area * poor quality of writing * lesson is incomplete/not coherent * EL learning cycle was applied less effectively 	<ul style="list-style-type: none"> * covered all the above categories * good attention to detail * age-appropriate *outdoor/environmental education theory/lesson is less well-connected to subject area * some problems with writing * lesson is less complete/less coherent * EL learning cycle was applied less effectively 	<ul style="list-style-type: none"> * covered all the above categories * good attention to detail * age-appropriate *outdoor/environmental education theory/lesson is well-connected to subject area and meaningful * good quality of writing * lesson is complete and coherent * applied the experiential learning cycle 	<ul style="list-style-type: none"> * covered all the above categories * great attention to detail * age-appropriate *outdoor/environmental education theory/lesson is well-connected to subject area and meaningful * high quality of writing * lesson is complete and coherent * applied the experiential learning cycle 	<ul style="list-style-type: none"> * covered all the above categories * great attention to detail * originality * age-appropriate * outdoor/environmental education theory/lesson is well-connected to subject area and meaningful * high quality of writing * lesson is complete and coherent * applied the experiential learning cycle very effectively

Outdoor and Environmental Education – RECL 3P26
Educational Autobiography –Assignment 3
Due Date: Thursday, November 20th
Value: 20 %

The purpose of this assignment is to provide you with an opportunity to reflect upon your own educational journey, to integrate relevant literature, theories and insights from course material, and to consider your future practice. The process of writing down your journey and integrating it with new knowledges (including insights gleaned from class and relevant sources) will hopefully inform and shape your future teaching praxis.

Minimum paper requirements:

- 4-5 (spelling and grammar)-error free pages, typewritten, and double-spaced. No cover sheet or running head required. Please include your name, student number, and paper title on the first full text page;
- Personal reflections on your educational journey that are most relevant to you
 - some of you may start with your journey from birth (remember how much our parents/guardians taught us?) or kindergarten. You may also choose to start at a later point in your journey. You may choose to write sections of this creatively. You could, for example, write your personal reflections in the form of an interview, a dialogue, or an extended piece of prose. You can include artifacts (artwork or photos);
- Integration (beaded necklace) of course material AND relevant literature (a minimum of 5 current and relevant outside source/citations)

There will be a 10% reduction per day late commencing at 8:01 am Eastern Time on Thursday, November 20th. Any late assignment has to be handed in to the professor directly. Please do not hand in assignments to my mailslot, the RECL administrative assistant, or under my door.

It would be pretty tricky to plagiarize a personal educational autobiography. But to be certain, please refer to the 2014/2015 Brock University Undergraduate Calendar (<http://www.brocku.ca/webcal/current/undergrad/areg.html>) for information regarding academic dishonesty.

Marking Rubric – Educational Autobiography

C or less	B	B+	A	A+
<ul style="list-style-type: none"> * less than 3 ½ pages or more than 5 pages * poor quality of writing: problems with content, flow, grammar, and/or sentence structures * not particularly reflective * problems with writing style * “felt” like a last minute effort * lack of engagement * less than 5 sources * No reference to course materials and experiences * no APA 	<ul style="list-style-type: none"> * not less than 3 ½ pages-not more than 5 pages * less high quality of writing: problems with content, flow, grammar, and/or sentence structures * less creative and original thought * “superficially” engaged and/or superficially reflective * 5 sources but less current or relevant * Course materials and experiences not integrated * significant APA inaccuracies 	<ul style="list-style-type: none"> * not less than 3 ½ pages-not more than 5 pages * high quality of writing but lacking reflexivity * some original thought and creativity * well-written: content, flow, grammar, and sentence structures * serious engagement * 5 sources but less current or relevant * Integration of course materials and experiences integrated less well * slight APA inaccuracies 	<ul style="list-style-type: none"> * not less than 3 ½ pages-not more than 5 pages * high quality of writing * some original thought and creativity * well-written: content, flow, grammar, and sentence structures * serious engagement * 5 sources integrated * Several course materials and experiences integrated * APA perfection 	<ul style="list-style-type: none"> * not less than 3 ½ pages-not more than 5 pages * high quality of reflective writing * creative and highly original * well-written: content, flow, grammar, and sentence structures * serious engagement * more than 5 sources integrated * Multiple course material and experiences integrated * APA perfection