

Outdoor Ecological and Experiential Education (Group Action Project)

INSTRUCTOR:	Dr. Bob Jickling
CLASS TIME/RM:	DAY: Thursday TIME: 1:00 – 3:00 BL2036 (See syllabus) for details
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OFFICE HRS:	Thursday 10:00 A.M.– 12:00 Noon

COURSE DESCRIPTION

An introductory first-hand examination of knowledge, skills and values necessary to develop and implement an outdoor experiential education program. The focus will be interdisciplinary, including science, geography, history and art perspectives, as well as the more traditional outdoor education focus.

FOUNDATIONS OF PROFESSIONAL PRACTICE

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism and is the foundation for this course. *The Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession* have been embedded in the learning expectations for this course.

COURSE EXPECTATIONS

This course extends the work begun in EDUC 3218 FA: OUTDOOR, ECOLOGICAL, AND EXPERIENTIAL EDUCATION (INDIVIDUAL ACTION PROJECT). We will, thus, continue to explore theoretical and practical relationships between education and action.

In this instance the community action will take the form of a group project. Class participants must imagine how they might collectively make a contribution to their community—how they might make a difference socially and environmentally—and reach a consensus about what action should be taken. This project should also involve active engagement with the broader Thunder Bay community on an ongoing basis.

In general the course will deepen our explorations of questions like: What is the relationship between citizen action and education? Should we enable student action projects? If not, then what might be the consequences? What do we do when action projects become controversial? And, is it the educator's role, or even responsibility, to be a citizen too—enact his or her own actions?

More specifically, this course will, through readings and actions, give additional focus to the following themes: reconnecting humans and the more-than-human, relationships between citizens, ideological influences, democracy, ethics, and teaching as activism.

It is expected that, by the end of the course, learners will have:

- become involved in a group action project and provided a service to the community;
- engaged with the theoretical questions posed in readings and through discussions;
- considered these questions and themes in light of their community service experiences, and
- begun to re-imagine roles and responsibilities of professional educators relative to community service and action.

"All things that represent life at its most vital and wild wiggle. Words wiggle into metaphor; sperm wiggles; dancing and jokes and giggling wiggle; the shape and character of tumultuous life is a wiggling one" (Jay Griffiths, (2006). Wild: An Elemental Journey. p. 66). The same is true of education; so, this course will wiggle, too. Effective October 26, 2011.

READINGS

Papers from the book: *Teaching as activism: Equity meets environmentalism*,

- Tripp, P., & Muzzin, L. (2005). Overview. In Peggy Tripp & Linda Muzzin (Eds), *Teaching as activism: Equity meets environmentalism*, pp. 3-21.
- Menzies, H. (2005). The seedlings mattered. In Peggy Tripp & Linda Muzzin (Eds), *Teaching as activism: Equity meets environmentalism*, pp. 25-33. McGill-Queen's University Press.
- Jickling, Bob. (2005). "The wolf must not be made a fool of": Reflections on education, ethics, and epistemology. In Peggy Tripp & Linda Muzzin (Eds.), *Teaching as activism: Equity meets environmentalism*, pp. 35-45. McGill-Queen's University Press.
- Tripp, P. (2005). Teaching sustainable science. In Peggy Tripp & Linda Muzzin (Eds), *Teaching as activism: Equity meets environmentalism*, pp. 65-79. McGill-Queen's University Press.
- Matthews, Ann. (2005). Mainstreaming Transformative teaching. In Peggy Tripp & Linda Muzzin (Eds), *Teaching as activism: Equity meets environmentalism*, pp. 95-105. McGill-Queen's University Press.
- Battiste, M. (2005). You can't be the global doctor if you are the colonial disease. In Peggy Tripp & Linda Muzzin (Eds), *Teaching as activism: Equity meets environmentalism*, pp. 121-133. McGill-Queen's University Press.
- Muzzin, L. (2005). The brave new world of professional education. In Peggy Tripp & Linda Muzzin (Eds), *Teaching as activism: Equity meets environmentalism*, pp. 149-166. McGill-Queen's University Press.
- Abergel, E.. (2005). Working in the field of biotechnology. In Peggy Tripp & Linda Muzzin (Eds), *Teaching as activism: Equity meets environmentalism*, pp. 167-177. McGill-Queen's University Press.(2005).
- Eichler, M. (2005). The Illiteracy of social scientists with respect to environmental sustainability. In Peggy Tripp & Linda Muzzin (Eds.), *Teaching as activism: Equity meets environmentalism*, pp. 35-45. McGill-Queen's University Press
- Frize, M. (2005). Teaching engineering as if the world mattered. In Peggy Tripp & Linda Muzzin (Eds.), *Teaching as activism: Equity meets environmentalism*, pp. 35-45. McGill-Queen's University Press
- Battiste, M. (2005). Post-colonial remedies for protecting indigenous knowledge and heritage. In Peggy Tripp & Linda Muzzin (Eds), *Teaching as activism: Equity meets environmentalism*, pp. 121-133. McGill-Queen's University Press.
- Fawcett, L. (2005). Bioregional teaching: How to climb, eat, fall and learn from porcupines. In Peggy Tripp & Linda Muzzin (Eds), *Teaching as activism: Equity meets environmentalism*, pp. 35-45. McGill-Queen's University Press.

Readings from the ED 4284 Reading Pack

- Jickling, Bob. (2005). Education and advocacy: A troubling relationship. In E. A. Johnson & M. Mappin (Eds.), *Environmental Education and Advocacy: Changing Perspectives of Ecology and Education*, (pp. 91-113). Cambridge, U.K.: Cambridge University Press.
- McLaren, M. & Hammond, B. (2005). Integrating education and action in environmental education. In E. A. Johnson & M. Mappin (Eds.), *Environmental Education and Advocacy: Changing Perspectives of Ecology and Education*, (pp. 267-291). Cambridge, U.K.: Cambridge University Press.

Handouts

- Jickling, Bob, & Wals, Arjen E. J. (2008). Globalization and environmental education: Looking beyond sustainability and sustainable development. *Journal of Curriculum Studies*, 40(1), 1-21.
- Niblett, B. Integrating Advocacy and environmental education: A response to Burns & Norris. Unpublished manuscript submitted to *Paideusis*.

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ASSIGNMENTS AND DUE DATES

General comments

Some worthwhile educational activities defy measurement and evaluation. Indeed, they can even be hard to talk about, especially when the learning is experientially driven. The action project largely fits this description. One way to look at this aspect of an experientially based course is to think of it, at least in part, as something of a pass/fail experience. So this is along the lines of what I suggest we do with portions of the grade. The expectations that we have for students here is to achieve a standard right at the border between Level 3 and Level 4 on the faculty rubric—80 %.

Group Action Plan (5%)

Early planning is essential for a course like this and you will need to come up with one overall plan for the group. A summary of this group-action project plan, including specific contacts and phone numbers as appropriate, is required. This will be viewed as a pass/fail item (See General Comments.). That is, you collectively need to work out, write, and submit one plan. **Due on January 19.**

Review of Reading (20%)

You are asked to read and report, in the form of a panel discussion, on one text from the suggested list. This discussion and report should provide a thoughtful exploration of:

- The central thesis or message the author(s) is (are) developing,
- How this reading contributes to your ongoing understating about relationships between education, community action, and your own life, and
- Why someone else should or should not read this work.

In preparing your thoughts you may wish to draw from your own experiences, other course readings, or readings from EDUC 3218. An evaluation rubric is provided. **Written report due: February 16, 2011.**

Final In-class essay (30%)

This essay will require learners to provide a thoughtful exploration of relationships between education and community action in light of their emerging understanding of education through the readings, and through their own experiences—during this course and before. The essay will be framed by choosing one of several questions provided at least one week beforehand. This will be evaluated with aid of the faculty rubric.

Date: February 23, 2011.

Final Report (45%)

When the project is finished we should have a thoughtful, professional, report that is available for those involved in, or affected by, your project, and for the benefit of those that follow. In terms of workload, each individual is expected to contribute about 1000 words, but it is up to you to decide how you want to distribute the work. For example, larger sections (say 3000 words or so) could be written by a team of three and shorter sections written by individuals. In the end, though, it should all hang together as a coherent report. The report structure will be determined, at least in part, by the nature of your project, but for start consider that reports often include some or all of the following:

- An introduction outlining the rationale for the project and a sense of the issue that you want to address.
- A sense of the work that precedes you—the history that you are building on. This might be called a literature review.
- A description of how you approached the problem. In some kinds of reporting this might be called the methodology,
- A description of what you did and the outcomes. Sometimes this looks like “results.”
- Recommendations.
- A discussion about how the project helped you to consider questions raised in the course description and the course expectations.
- Conclusion.

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Collectively, you will need to decide how to have your project evaluated, and how to organize and structure the report writing. Here are 3 options for evaluation of the project. As a group you need to choose one of them:

1. Pass or Fail in which the grade for this portion of the course would fall at the border between Level 3 and Level 4 on the faculty rubric—80 %,
2. Evaluation as a whole group using the faculty evaluation rubric. You must be clear about the implications of this though as there are sometimes difficulties around the way work load is perceived (sometimes folks feel that a small group of people is doing most of the work). If you are okay with this then we can proceed this way.
3. Evaluation, using the faculty rubric, of the contributions of smaller sub-groups—or committees—of the whole project. Again there can be workload issues that you need to be clear about.

The presentation of this report should be in the form of a “camera ready” document prepared as if for publication. This means that consistent formatting and referencing have been employed throughout and that it has been copy-edited.

Due: March 1, 2011.

Assignment Summary

		Due date
Group Action Plan	5%	January 19
Review of Reading	20 %	February 16
In-class essay	30%	February 23
Action Project Report	45%	March 1

ATTENDANCE, ASSESSMENT AND EVALUATION

In general terms, evaluation of written material in this course will be based on the student’s: depth of engagement with the course activities, questions, and readings; their clarity of thought, intellectual curiosity; and their intellectual generosity, self-reflexiveness, and critical thinking as reflected in the Faculty of Education assessment rubric. All assignments are due at the beginning of class on the prescribed date. Grades will be determined by the quality of the assignments as applicable to a professional educator. All written assignments must be typed and all late assignments will receive a late penalty of 10% per calendar day (excluding weekends), unless accompanied by a medical certificate. Anyone requesting an assignment extension for a legitimate reason will be required to complete a late submission contract one week (7 calendar days) in advance of the due date.

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FACULTY OF EDUCATION ASSESSMENT RHUBRIC

	Level 4/5: 80% to 100% (A- to A+) Indicates work that:	Level 3: 70% to 79% (B- to B+) Indicates work that:	Level 2: 60% to 69% (C- to C+) Indicates work that:	Level 1: 50% to 59% (D- to D+) Indicates work that:	Level 0: below 50% (F) Indicates work that:
Quality	Is exceptional, exemplary, complete, thorough, and comprehensive.	Is complete, thorough, and comprehensive.	Is mainly complete - although not consistent in thoroughness and comprehensiveness, it is nonetheless satisfactory.	Is incomplete or inconsistent in thoroughness and comprehensiveness; only marginally satisfactory.	Is incomplete and, therefore, unsatisfactory.
Content	Demonstrates a superb and comprehensive understanding of content, literature, and research -- shows a consistent application of a high level of critical scrutiny to the subject matter, texts, and discussions.	Demonstrates a comprehensive understanding of content, literature, and research -- shows a regular application of critical scrutiny to the subject matter, texts, and discussions.	Demonstrates a satisfactory understanding of content, literature and research -- shows occasional critical scrutiny re subject matter, texts, and discussions.	Demonstrates limited understanding of the content, literature, research, subject matter, and texts.	Demonstrates insufficient understanding of the content, literature, and research, subject matter, and texts.
Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written and/or oral language.	Demonstrates ability to integrate and articulate ideas; shows a reasonable mastery of written and/or oral language.	Demonstrates some ability to integrate and express ideas; satisfactory written and/or oral language.	Demonstrates limited ability to integrate and express ideas; marginal written and/or oral language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written and/or oral language.
Level of Engagement	Demonstrates a level of personal engagement, reflection, and self-initiation, which exceeds expectations.	Demonstrates personal engagement and self-initiation, and meets expectations.	Suggests some personal engagement and self-initiation, and meets most expectations.	Suggests minimal engagement and barely meets expectations.	Suggests insufficient engagement.
Expectation	Is so outstanding that work goes well beyond expectations.	Is good or very good -- of a high standard met by many Education students.	Is satisfactory of a standard met by many Education students.	Is barely acceptable- attained by a few Education students whose difficulties /distractions interrupted performance.	Does not meet even the basic requirements.

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SYLLABUS

Week One: January 5. Introduction. OE3 Community Action.
Finalize project selection.

Week Two: January 12.
Community Action Planning Lab
Readings as identified in the course outline.

Week Three: January 19.
Community Action Planning Lab
Readings as identified in the course outline.
Group Action Plan Due

Week Four: January 26.
Community Action Planning Lab
Readings as identified in the course outline.

Week Five: February 2.

Panel Discussion and Seminar Based on course readings (*The ordering of presentations might vary*):

Week Six: February 9.

Panel Discussion and Seminar Based on course readings (*The ordering of presentations might vary*):

Week Seven: February 16.
Community Action Planning Lab
Review of reading due.

Week Eight: February 23.
Community Action Planning Lab
In Class Essay

Week Nine: March 1.
Group reporting on Community Action Project.
Final report due.

Culminating Week activity
Prepare message for next year's class. TBA

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