

Senate Committee on Academic Standards, Curriculum & Pedagogy

FACULTY OF HEALTH SCHOOL OF KINESIOLOGY & HEALTH SCIENCE

Course: AS/SC KINE 3480. 3.0 – Outdoor & Experiential Education

Course Website: <https://moodle.yorku.ca/moodle/course/view.php?id=93607>

Term: Fall Term 2017

Prerequisite / Co-requisite: N/A

Course Instructor

Philip Blackford
Bethune College 342
philipb@yorku.ca

Course consultation hours: Tuesday, 6-7 pm & 10-11pm

N. B. As I am only on campus on the evenings the course runs, I am available to meet with students immediately before and after each class. Should you need to contact me some other time you can reach me at philipb@yorku.ca.

Time and Location

Lectures

Tuesday 7:00 – 10:00 pm

Vari Hall 1152A

Expanded Course Description

This course presents fundamental concepts and practices in outdoor education, focusing specifically on how the principles of experiential learning theory apply across the field. Among other disciplines, linkages between physical, environmental, and adventure education are examined. Current issues, trends and practices in the field are discussed and the objectives of a range of outdoor programs are assessed.

The course begins with an examination of experiential learning theory, its origins and precepts. We then look at how this theory relates to the philosophy, characteristics and objectives of education "in, for and about" the outdoors. We discuss different learning styles and teaching strategies and consider current examples of outdoor education including environmental, physical and adventure education, adventure based counseling, and corporate development training.

The issues of risk management, leadership, and group development in the outdoors are explored. Philosophical and ethical issues such as emotional safety, locus of control, risk management, the relationship between ecotourism and conservation education, and outdoor education as a tool for moral development, are possible areas for discussion.

Organization of the Course - *The course involves a blend of teaching/learning methodologies. Formal lectures are kept to a minimum and often used as a way of reviewing and deepening students' understanding of required course readings. An emphasis is placed on experimentation, reflection, case study, group discussion, and personal experience. Active student involvement is essential both during and outside of class.*

Course Learning Objectives

1. Brief statement of the purpose:

The course is designed to introduce the fundamental principles of experiential education and to familiarize students with the history, philosophy and development of outdoor education in the context of its being a major contemporary expression of experiential learning theory.

Grading, Assignment Submission Lateness Penalties and Missed Tests

Grading: *The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (for a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf).*

Suggestions concerning how to prepare strong written assignments (specifically the Term Paper) are also provided at the second class. The following, more detailed, explanation of the grading scheme for written assignments is provided at the second class.

Grade	Grade Point	Percentage Range	Description
A+	9	90 – 100 10pts (95)	Exceptional (publication quality)
A	8	80 – 89 10pts (85)	Even Better (top 6 or 8 for the semester)
A-	8	80 – 89 10pts (80)	Excellent (crisp, impactful, persuasive)

(80-100) Excellent. Shows evidence of risk taking. Work demonstrates a high level of understanding of content and concepts, creative and critical thinking, and the ability to clearly and convincingly express ideas. There are unique and thoughtful features about this paper. Freshness in analyzing the issues. Intelligent use of resources. Arguments well thought out. Easy, ordered flow of ideas. Extensive and accurate use of vocabulary. Sentences varied and engaging. Format of the paper leads the reader easily through the author's thinking. Research is thorough and thoughtful. The paper might be publishable in some academic journals. Writing flows well and is creative. Only very minor improvements possible.

Grade	Grade Point	Percentage Range	Description
B+	9	75 – 79 10pts (77)	Very Good (strong analysis, clearly written)
B	8	70 – 74 10pts (72)	Better (clear analysis)
B-	8	70 – 74 10pts (70)	Good

(70-79.9) Good; a solid paper. Work demonstrates a high level of understanding of content and concepts, and arguments were clear and supported fairly well. Careful presentation of evidence for arguments, accurately documented. Paper is written well, but writing clarity could be improved. Main argument clear and logical. Effective paragraphs. Occasional inclusion of material irrelevant to main ideas. Few if any lapses from appropriate grammar. Sentences varied in kind and length; generally pleasing effect in writing. Occasional but minor errors in mechanics. Overall, paper could be improved upon but not greatly; no major flaws in content or design. Analysis could be improved with more critical thinking. Research could be more extensive.

Grade	Grade Point	Percentage Range	Description
C+	5	65 – 69 5pts (67)	Competent
C	4	60 – 64 5pts (62)	Better
C-	4	60 – 64 5pts (60)	Fairly Competent

(60-69.9) Average. A reasonable but not creative paper; content or arguments may contain errors but no more than one major flaw. Contains some interesting ideas but at times superficial ones too. Topic not completely handled - perhaps poorly understood or little critical assessment. Adequate paragraph use. Writing adequately clear but may be repetitive. In parts, the style or quality of writing may impede the ability for the reader to understand the paper. Some errors in grammar and spelling. There may be issues with inadequate organization, analysis or research. The paper could link together better/flow more fluidly. Overall argument could be clearer.

Grade	Grade Point	Percentage Range	Description
D+	3	55 – 59 5pts (57)	Passing
D	2	50 – 54 5pts (52)	Better
E	1	marginally below 50%	Marginally Failing

(50-59.9) Fair or poor. Superficial arguments. Introduction and conclusion vague, weak, or cursory. Use of paragraphs and sentences repetitive and paper does not read smoothly. Misuse of words. Limited vocabulary. Work may demonstrate a lack of effort or lack of understanding and research. Content or arguments contain more than one major flaw, support from references weak, paper poorly organized and difficult to follow.

Grade	Grade Point	Percentage Range	Description
F	0	below 50%	Failing

(49.9 and less) Inadequate theoretical and written work; work demonstrates a lack of understanding of content or purpose of assignment; content or arguments contain several major flaws, writing is poor, little indication of creative thought. Consists mainly of a summary of issues. Presents insignificant evidence or none at all. Lack of continuity. Use of paragraphs not clear.

Assignment Submission: *Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment (test and assignment submission dates are distributed at the second class). Assignments are to be handed in during class.*

Lateness Penalty: *Assignments received later than the due date will be penalized one-half letter grade (1 grade point) per week that the assignment is late). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).*

Missed Tests: *Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. Typically, this will take the form of a make-up test being written at a later date.*

2. Brief list of specific learning objectives of the course

Students will:

- *gain an understanding of the broad holistic and interdisciplinary nature of outdoor and experiential education;*
- *develop a basic theoretical and practical understanding of the role, objectives, and programs of outdoor and experiential education;*
- *be able to identify the major trends and issues in outdoor education and the applications of experiential education today.*

Course Text / Readings

*There are 18 **required readings** for KINE 3480, spaced out across the entire semester according to the following "topics". The articles are available via either PDF or Internet hyperlink and are found on the course Moodle in their appropriate topic file (along with a number of other resources). Additional readings may be assigned or recommended during the course. The references sighted in these articles and professional journals such as *The Journal of Experiential Education (AEE)*, *Pathways (COEO)*, *JOPERD*, *OPHEA*, and *CAPHER* are valuable resources for further research. I encourage you to stay current with the readings so you can better understand and participate in classroom discussions (you're welcome to read ahead if you wish!).*

HISTORY AND PHILOSOPHY (Topic 2)

*Crosby, April (1995). "A Critical Look: The Philosophical Foundations of Experiential Education." from *The Theory of Experiential Education*. Warren, K., Sakofs, M., Hunt, J., ed. Kendall/Hunt, pp. 3-13.*

*James, Thomas (1992). "The Only Mountain Worth Climbing." *Fieldwork*. Cousins, E. & Rodgers, M, pp. 57-70.*

*Priest, Simon & Gass, Michael (1997). "Philosophy: An Introduction." from *Effective Leadership in Adventure Programming*. Human Kinetics, Windsor, ON. (1997). pp. 13-26.*

EXPERIENTIAL LEARNING THEORY (Topic 3)

*Blackford, Philip (1993). "Outward Bound: Experiential Learning Theory in Action." *The Journal of COBWS Education*. vol. 6, no. 1, pp. 7-12.*

*Coleman, James (1995). "Experiential Learning and Information Assimilation: Towards an Appropriate Mix." from *The Theory of Experiential Education*. Warren, K., Sakofs, M., Hunt, J., ed. Kendall/Hunt, pp. 123-129.*

ADVENTURE AND RISK (Topic 4)

*March, Bill (1986). "Adventure and /Risk." *Explore Magazine* no. 27, pp. 4-5.*

*Zuckerman, Marvin (2000). "Are You a Risk Taker?" *Psychology Today*, vol. 33 no. 6, pp. 52-57.*

*Jones, Christopher D. et al. (2000). "Validation of the Flow Theory in an On-Site Whitewater Kayaking Setting." *Journal of Leisure Research* vol. 32, no. 2, pp. 247-261.*

LIABILITY MANAGEMENT (Topic 5)

Hanna, Glenda (1991). **"Is the Risk Worth Taking?"** *Outdoor Pursuits Programming: Legal Liability and Risk Management*. University of Alberta Press. (1991). pp. 1-8.

Hanna, Glenda (1991). **"Basis of Tort Liability."** *Outdoor Pursuits Programming: Legal Liability and Risk Management*. University of Alberta Press. (1991). pp. 22-35.

SAFETY MANAGEMENT (Topic 6)

Priest, Simon & Gass, Michael (1997). **"Safety Skills."** from *Effective Leadership in Adventure Programming*. Human Kinetics, Windsor, ON. (1997). pp. 88-93.

LEADERSHIP IN THE OUTDOORS (TOPIC 7)

Priest, Simon (1993). **"Important Components of Outdoor Leadership."** *Pathways: The Ontario Journal of Outdoor Education* vol. 5, no. 4, pp. 13-16.

Hersey, P., Blanchard, K.H., & Johnson, D.E. (2001). **"Situational Leadership."** from *Management of Organizational Behavior*. Prentice Hall, Upper Saddle River, NJ. Eighth Edition (2001). pp. 169-200.

Walzak, Victoria & Priest, Simon (1993). **"Theories and Models of leadership in the Outdoors."** *Pathways: The Ontario Journal of Outdoor Education* vol. 5, no. 6, pp. 12-18.

SMALL GROUP DEVELOPMENT (TOPIC 8)

Kerr, Pamela & Gass, Michael (1995). **"A Group Development Model for Adventure Education."** from *The Theory of Experiential Education*. Warren, K., Sakofs, M., Hunt, J., ed. Kendall/Hunt, pp. 285-296.

Oosterhuis, Sarah (1996). **Facilitating Group Development**. Training Document – Challenges Unlimited Inc.

APPLICATIONS, ETHICS AND EMOTIONAL INTELLIGENCE (Topic 9)

Priest, Simon & Gass, Michael (1997). **"Professional Ethics."** from *Effective Leadership in Adventure Programming*. Human Kinetics, Windsor, ON. (1997). pp. 284-292.

Hayashi, Aya & Ewart, Alan (2006). **"Outdoor Leaders' Emotional Intelligence and Transformational Leadership."** *The Journal of Experiential Education*, 28(3), 222-242.

Course Flow

Sept 12 – Introduction to OEE (Topic 1)

Sept 19 - History & Philosophy (Topic 2)

Sept 26 – Experiential Learning Theory (Topic 3)

Oct 3 – Adventure & Risk in the Outdoors (Topic 4)

Oct 10 – Liability (Topic 5)

Oct 17 – 1st Quiz

Oct 24 – Safety Management (Topic 6)

Oct 31 – Leadership (Topic 7)

Nov 7 – Small Group Development (Topic 8)

Nov 14 – Apps, Ethics & Emotional Intelligence (Topic 9)

Nov 21 – 2nd Quiz

Nov 28 – OEE Jeopardy Game

Operating Assumptions for the Class:

- You already know (cognitively and intuitively) more than you think
- No one has a corner on the "knowledge market" - our combined resources are significant
- There are few "right" answers and even fewer "wrong" ones
- Each class will include CE/RO/AC/AE components (we'll get to what this means early in the course)
- More can be learned by presenting problems than by offering solutions or methods
- Growth requires a willingness to take risks and face new challenges

Evaluation

A variety of assignments are used to determine final grades for this course.

Group Research Report (20%)

Due: October 10th

As the title implies, this is a team or group assignment (minimum of 3, maximum of 5 students in a group). Students are required to identify an area of interest within the field of OEE, collect information, and prepare a summary of their findings. Guidelines and suggested topics are distributed during the second week of class. Reports are 5 pages in length. Groups may be asked to present their reports during class.

Term Tests (20% + 20%)

Due: October 17th & November 21st

There are two one-hour mid-term tests, each worth 20% of the final grade. Questions are based primarily on the required course readings. Some questions may be based on handouts, student presentations, and other information presented or reviewed in class.

Term Paper (30%)

Due: November 7th

Students are expected to demonstrate an understanding of outdoor and experiential education by preparing a Term Paper in which they apply their knowledge to the examination of a specific topic within the field. Guidelines and a list of possible topics are provided early in the term. Papers are expected to be 6-8 typed pages, double-spaced, 12-point font. Papers are to be written in a "thesis" format (opinions and assertions are expected to be supported by reference to existing theory or research).

Learning Journal Report (10%)

Due: November 28th

Students keep a journal of the learnings they identify over the semester and also engage themselves in at least one extra-curricular learning experience of their choosing designed to link the practical and theoretical aspects of experiential education. Guidelines and suggestions are distributed during the second week of class. The Learning Journal Report is a one page report summary of the student's learning and includes highlights from their Learning Journal and an summary of their experience with their "Learning Partners" (students choose a "Learning Partner" from among the other students in the class at the beginning the semester who acts as a support and a sounding board for them during the course).

N.B. An appeal against a grade assigned to an item of course work must be made to the Course Director within 7 days of the grade being made available. The mark may increase, decrease, or remain the same.

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) - http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm

- *York's Academic Honesty Policy and Procedures/Academic Integrity Website*
- *Ethics Review Process for research involving human participants*
- *Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities*
- *Student Conduct Standards*
- *Religious Observance Accommodation*

Please note: I may require students to provide digital files of written course assignments and either PDFs or links to referenced source materials.