

Brock University Department of Recreation and Leisure Studies
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Experiential Education in Outdoor Recreation, RECL 4Q96

Friday 8 –11 a.m., **Location: WH 207**

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

Office Hours: Tuesdays, Noon- 3 p.m. or by appointment

Course Description: Historical, philosophical, spiritual, psychological foundations, theories and practices of experiential education in outdoor recreation.

Unique Course Features:

- This student-directed course includes a high degree of curriculum negotiation. The course adopts a semi-structured approach to this process with the professor establishing some initial structure and course content for the first 1/3 of the course and with you, as students, co-establishing course assessments, expectations, and content for the rest of our time together. We will also be discussing the class meeting time and space and negotiating that. All aspects of negotiation will be facilitated;
- This course may include an out-of-classroom field experience (see ancillary fee);
- The Research Ethics Review Board (Brock University) has approved a proposal for us as a class to complete a self-study of our experiences with/in this student-directed classroom. Participation is voluntary. More information will be provided at the start of class. You will be provided with a complementary journal as one component of your participation;
- A service-learning incentive grant in the amount of \$1500 was procured in support of purposefully acting upon the philosophy of experiential education with its focus on students serving as agents of social and environmental change in the world. We will have to decide how to spend this based on our audit and assessment of community needs and the ways in which our knowledges, skills and dispositions may best serve our community.

Objectives:

To develop students' knowledge and skills related to the field of experiential education and to encourage students to develop into ethical and professional experiential educators:

Knowledge

- To develop an understanding of educational philosophy, experiential education theory, and alternative pedagogies including knowledge related to the following: philosophies of education from "ancient" Eastern philosophies to "modern" Western philosophies; history of experiential education theory and its relationship to other educational philosophies; experiential learning cycle and other frameworks; in depth exploration of the "father" of experiential education - John Dewey; theory and praxis of related post-structural/alternative pedagogies.

Skills

- To promote technical skill development relevant to experiential education pedagogy, including: teaching experientially and integrating experience and education. To enhance students' critical reading, writing, and thinking skills and their ability to work within small groups both in and out of the classroom.

Dispositions

- To emphasize the importance of ethical and professional practice within the field of experiential education.

Required Texts:

Dewey, J. (1938). *Experience and education*. New York, NY: Macmillan.

Jensen, D. (2005). *Walking on water: Reading, writing, and revolution*. White River Junction, VT: Chelsea Green Publishing.

* Additional required readings will be posted on Sakai. Please refer to the attached list of topics and Sakai readings for more information

Required Materials:

- Notebook or Journal (provided for those in self-study)
- A Sense of Adventure

Course Evaluation:

Read Something

- Each day's reading will be summarized (including a critical query response) in your journal alongside other reflections that stem from the reading, class lecture and discussion, and experiential activities (see attached rubric for more details).
- *and ????? (see details below about second half of the semester)*

Dates	Topic	Readings	Assignments
Fri. Jan. 13	* EXED "treasure hunt" * Course Contract and Negotiations	<i>On Sakai (1 reading)</i> * <i>Janesick</i> * <i>Harper</i>	Purchase Required Texts and read Weil and Anderson on Sakai Do we want to field trip (doodle)? Can we identify a common evening for Montessori school visit?
Fri. Jan. 20 @ 9 a.m. Kristen Smith	* Experiential Education Theory * Service-Learning	<i>On Sakai (4 readings)</i> * <i>Wolsk</i> * <i>Lund</i> * <i>Breunig</i> * <i>Deans</i> Walking on Water (WOW) * Revolution	What are we going to do with our service-learning incentive grant and do we want to field trip (can you identify a common weekend)?
Fri. Jan 27	Where are we? * Critical Reading, Writing, and Thinking * conscientization * The "posts"	<i>On Sakai (3 readings)</i> * <i>Duncum</i> * <i>Sharpe</i> In WOW * Don't Bore the Reader * The Most Important Writing Exercise * Clarity * Grades	

Fri. Feb. 3	Dewey	In Experience and Education * Chapters 1, 2, 3, & 4	
Fri. Feb. 10	More Dewey	In Experience and Education * Chapters 5, 6, 7, & 8	
		NOW WHAT? (see “objectives” proposal below or ????)	
Fri. Feb. 17			
Feb. 20-24	READING WEEK		
Fri. March 2			
Fri. March 9			
Fri. March 16			
Fri. March 23			
Fri. March 30			
Mon. April 9	Where are we now?: Liberating or alternatively oppressing?	* <i>Allison & Wurdinger</i> * <i>Seaman</i>	

Objectives (second half of semester)

Garth Boomer, Nancy Lester, Cynthia Onore, and Jon Cook (1992) outline a method in which at the beginning of each unit, teachers and students ascertain what students already know about a given topic, what they want to find out, how they will find it out, and how they will assess their accomplishments.

The objective for the second half of this course is to use this method as a framework to design a curriculum that engages us all to adopt a student-directed, experiential approach to the planning and execution of the second half of this course. One proposition is to use what we have learned thus far during the first half of this class in co-constructing the second half by using the above framework and responses to the following central queries:

- What do students and the professor already know about experiential education theory and praxis?
- Where do we want to go on our field trip and what do we want to do/learn on that trip and in the second half of this course that adds to our previous knowledge, skills, and dispositions?
- How do we want to spend our service-learning incentive grant? What are the community needs? What are the knowledges, skills and dispositions that may serve our community in some way?
- What do we need to find out (that we don't already know) about experiential education?
- How will we find it out? (what do we need to read and experience during the 3 hour lectures and trip experience throughout the remainder of the semester)?
- How will we assess what we have learned? What qualitative and quantitative measures will we need to employ to examine what we have learned?

Attendance is mandatory for all classes.

The late assignment policy below will be strictly enforced for the “read something” assignment for the first half of class.

All “read something” assignments for the first half of the semester are due at the start of each class 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 exams 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 missed assignment or exam deadline for consideration to be granted.

Students are referred to section VII. “Academic Misconduct” in the 2010/2011 Brock University Undergraduate Calendar (<http://brocku.ca/webcal/2010/undergrad/areg.html#sec68>) for information regarding academic dishonesty. This information will be reviewed with students during the first two weeks of class.

Course is open to RECL majors with a minimum of 13.5 overall credits or approval to year 4 (honours). The course prerequisite is RECL 1P96 or permission of the instructor.

The last date for withdrawal from this course without penalty is Friday, March 9th, 2011. You will have received notification of at least 15% of your final grade for this course by Friday, March 2nd, 2011.