

## UW-LA CROSSE CREDIT COURSE SYLLABUS

**Course Title: EDS 500: Section 701: Paddling Adventure-Namekagon River 3 Credits:**

**Instructor:** Geoff Holt

**Dates:**

Course Registration Deadline: May 19

Course Dates: June 19 – June 30

Travel Dates: Jun 26 – June 30, 2023

Grading Deadline: July 7

**Target Audience (Include Grade Level and Content Area):**

**Estimated Credit Enrollment: 10**

**Objectives (participants will know and be able to do):**

- Improve content and pedagogical knowledge.
- Experience professional and personal transformation.
- MMSD teachers will complete a comprehensive literature review. All other students will conduct action research.
- Exhibit teacher leadership.
- Improve PK-12 student learning.
- Support PK-12 student development and self-efficacy.
- Create and sustain a professional learning community environment

**Course requirements:**

**Participation**

Experiential learning requires the learner to have “intention to learn”. It is important for students to reflect on why they need to know before they can be taught. The experiential learning process is a personal process and much of the learning is self-directed. For that reason, students will be engaged in experimenting, reflecting, analyzing, and forming new ideas about their teaching. In addition, the learning in this course will take place within a community of learners. Students will work together to create a community contract that will guide our relational growth as a group.

**Journals**

On a nightly basis while on the adventure, students are expected to spend anywhere from thirty minutes to an hour journaling. Students are expected to keep a daily journal, writing reflective journal entries about their experiences, highlighting the specific service-based tasks and cultural activities they were exposed to and/or participated in on that particular day. Journals will not be evaluated for content but rather for completion and consistency.

- How did today’s experience affect you and/or your life?
- How have you impacted those with whom you interacted today?
- How was your perspective impacted today?
- What has this experience suggested to you about your strengths?
- How did the experience help you identify opportunities for personal growth?

## Instructional methods:

Credits are based on 1 credit for every 15 hours of work. All instruction will be under the direct supervision of an instructor.

Because of the wide variety of challenging activities that are a part of this course, students will be asked to participate at the highest possible level which allows them to feel emotionally and physically safe. This format is called “challenge by choice” and in itself teaches self-advocacy and empathy.

## Assessment procedures and rubric for evaluating student work:

Your overall grade consists of the following assessments, arranged by type and value.

Assignment	Points (per assignment)	#	Total % Final Grade
Participation	20	5	%50
Journals	20	5	%50
Total Value			100%

## Course Schedule

Date	Topic	Readings	Interactive Content	Quizzes/Assignments
June 19	Principles and Safety of Outdoor Education	Mata, C., Pereira, C., & Carvalhinho, L. (2022). Safety Measures and Risk Analysis for Outdoor Recreation Technicians and Practitioners: A Systematic Review. <i>Sustainability</i> , 14(6), 3332.	<a href="#">Outward Bound</a>	Principles and Safety of Outdoor Education
June 20	Impact of nature on the individual	Crompton, J. L., & Sellar, C. (1981). <i>Do outdoor education experiences contribute to positive development in the affective domain?</i> <i>Journal of Environmental Education</i> , 12(4), 21-29. [.pdf; .9MB]	<a href="#">Nature Heals</a>	Impact of nature on the individual
June 21	Learning with others	Mann, J., Gray, T., Truong, S., Sahlberg, P., Bentsen, P., Passy, R., ... & Cowper, R. (2021). A systematic review protocol to identify the key benefits and efficacy of nature-based learning in outdoor educational settings. <i>International Journal of Environmental Research and Public Health</i> , 18(3), 1199.	<a href="#">Learning with Others</a>	Learning with others

June 22	Learning as an individual	Xiaoming, Y., Samsudin, S., Shasha, W., Qi, G., Geork, S. K., & bin Yaakob, S. S. N. The effect of outdoor education intervention to improve leadership among students: a systematic review.	<a href="#">Learning in Nature</a>	Learning as an individual
June 23	Evaluating learning experiences	Neville, I. A., Petrass, L. A., & Ben, F. (2022). Cross disciplinary teaching: A pedagogical model to support teachers in the development and implementation of outdoor learning opportunities. <i>Journal of Outdoor and Environmental Education</i> , 1-21.	<a href="#">Evaluating Learning Experiences</a>	Evaluating learning experiences
June 26 - 30	Paddling Adventure			

<b>Paddling Adventure Itinerary-June 26-30</b> <b>5 days: M-F</b> <b>4 nights</b> <b>4 days on water</b> <b>T-R 10AM-4PM on the water, 8AM-10AM and 4PM-10PM Learning in community, F 9AM-12PM on the water, 12PM-2PM Learning in community</b> <b>\$ days of boat rental</b>					
TIME	M	T	W	R	F
Early	Drive to camp	Shuttle to river Instruction on paddling	Breakfast Break camp	Breakfast Break camp	Breakfast Break camp
Mid afternoon	Set up camp	Paddling lunch	Paddling lunch	Paddling lunch	Paddle and take out
	Team building				Drive home
	Instruction				Fast food on the way home
Evening	Camp	Camp	Camp	Camp	
	Dinner	Dinner	Dinner	Dinner	
	Community	Community	Community	Community	

Possible campsites	Earl Lake-Namekagon Dam		Phipps Campground	Stinnett	
--------------------	-------------------------	--	-------------------	----------	--

### Grading Scale

Letter Grade	Percentage Equivalent
A	93-100%
AB	89-92%
B	83-88%
BC	79-82%
C	70-78%
D	60-69%
F	59% - below

**Journal Rubric**

<b>Criteria</b>	<b>Unsatisfactory Beginning</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>	<b>Total</b>
<b>Content Reflection</b>	<b>0-34 points</b>	<b>35-39 points</b>	<b>40-44 points</b>	<b>45-50 points</b>	<b>/20</b>
	Reflection lacks critical thinking. Superficial connections are made with key course concepts and course materials, activities, and/or assignments	Reflection demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions, activities, and/or assignments Minimal connections made through explanations, inferences, and/or examples.	Reflection demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Connections made through explanations, inferences, and/or examples.	Reflection demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Insightful and relevant connections made through contextual explanations, inferences, and examples.	
<b>Personal Growth</b>	<b>0-13 points</b>	<b>14-15 points</b>	<b>16-17 points</b>	<b>18-20 points</b>	<b>/40</b>
	Conveys inadequate evidence of reflection on own work in response to the self-assessment questions posed. Personal growth and awareness are not evident and/or demonstrates a neutral experience	Conveys limited evidence of reflection on own work in response to the self-assessment questions posed. Demonstrates less than adequate personal growth and awareness	Conveys evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates satisfactory personal growth and awareness	Conveys strong evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates significant personal growth and	

	with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked.	through few or simplistic inferences made, examples, insights, and/or challenges that are not well developed. Minimal thought of the future implications of current experience.	through some inferences made, examples, insights, and challenges. Some thought of the future implications of current experience.	awareness of deeper meaning through inferences made examples, well developed insights, and substantial depth in perceptions and challenges. Synthesizes current experience into future implications.	
<b>Writing Quality</b>	<b>0-13 points</b>	<b>14-15 points</b>	<b>16-17 points</b>	<b>18-20 points</b>	<b>/20</b>
	Poor writing style lacking in standard English, clarity, language used, and/or frequent errors in grammar, punctuation, usage, and spelling. Needs work.	Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling.	Above average writing style and logically organized using standard English with minor errors in grammar, punctuation, usage, and spelling.	Well written and clearly organized using standard English, characterized by elements of a strong writing style and basically free from grammar, punctuation, usage, and spelling errors.	
<b>Timelines</b>	<b>Deduct 11 points- overall failing</b>	<b>Deduct 6-10 points</b>	<b>Deduct 1-5 points</b>	<b>0 points deducted</b>	<b>/20</b>
	Journal reflection is submitted 2-3 days (49-72 hours) after the deadline.	Journal reflection is submitted 1-2 days (25-48 hours) after the deadline.	Journal reflection is submitted within 1 day (24 hours) after the deadline.	Journal reflection is submitted on or before deadline.	
<b>TOTAL POINTS (sum of 4 Criteria)</b>					<b>/100</b>

***Indicate Standards Addressed in Course by its letter or number designation only:***

**WI Teacher Standards (1-10):**

**63** Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

**73** Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

**83** Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**93** Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**:3** Assessment. The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

**;3** Planning for Instruction. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

**<3** Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

**=3** Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

**>3** Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.