

UW-LA CROSSE CREDIT COURSE PROPOSAL SYLLABUS

Course Title: EDS 500: Section 702: River Adventure Portfolio
3 Credits: (15 hours per credit)

Instructor: Geoff Holt

Dates:

Course Registration Deadline: May 19

Course Dates: July 1 – July 15

Grading Deadline: July 22

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

Outline of course content:

Date	Topic	Readings	Interactive Content	Quizzes/Assignments
July 1-15	Reflection and Personal Growth	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.	Reflection and Personal Growth	Adventure Portfolio

Course requirements:

Adventure Portfolio

Guided by their experiences engaging with the people on this adventure, and comparing it to their personal self-examination, students will write a comprehensive reflection of their experience. Students will be encouraged to reflect on the differences and similarities between themselves and others and the development of community they experienced.

Quizzes

Students will demonstrate their understanding of the content by completing the quizzes at 80% or higher.

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 participant work:

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

Assignment	Points (per assignment)	#	Total % Final Grade
Adventure Portfolio	100	1	%50
Quizzes	20	5	%50
Total Value			100%

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

Adventure Portfolio

Criteria	Unsatisfactory Beginning	Developing	Accomplished	Exemplary	Total

Content Selection	0-34 points	35-39 points	40-44 points	45-50 points	/40
	Selection lacks critical thinking. Superficial connections are made with key course concepts and course materials, activities, and/or assignments	Selection 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.	Selection 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.	Selection 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.	
Personal Growth and Reflection	0-13 points	14-15 points	16-17 points	18-20 points	/40
	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 with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked.	Conveys limited evidence of reflection on own work in response to the self-assessment questions posed. Demonstrates less than adequate personal growth and awareness 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.	Conveys evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges. Some thought of the future implications of current experience.	Conveys strong evidence of reflection on own work with a personal response to the self-assessment questions posed. Demonstrates significant personal growth and awareness of deeper meaning through inferences made, examples, well developed insights, and substantial depth in perceptions and challenges. Synthesizes current experience into future implications.	

Writing Quality	0-13 points	14-15 points	16-17 points	18-20 points	/20
	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.	
TOTAL POINTS (sum of 4 Criteria)					/100

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.