OED 381 Outdoor Education Teaching Techniques

Standard Meeting Times: Monday 8 am-5 pm
Additional hours will be scheduled as needed in coordination with students and other faculty
Class Location: Wheeler 209 Room phone 715-682-1832

Texts:
*Outdoor Education Methods and Strategies.* Gilbertson, K., Bates, T., McLaughlin, T, and Ewert, A. Publisher: Human Kinetics, Champaign, IL. 2006

Instructor: Cindy Dillenschneider
Phone: ext 1314
Office: Wheeler 314

**Students who qualify for accommodations for disabling conditions:** Please talk with me early in the course so I can provide the most effective learning environment. If you need specific supports to be successful in this course, please work with Kathleen Skoraczewski to acquire the necessary and appropriate support services. Kathleen can be contacted at 715-682-1369 or room 202B of the Ponzio Campus Center.

**Course Description**

**OED 381 Outdoor Education Teaching Techniques:** Development of understanding and proficiency in outdoor education teaching theories and techniques and creation of lesson plans and instructional materials for use in a variety of settings.

**Grading:**
Grades in this class are based on group and individual work;

**20% of your final grade will be based on participation.** To qualify for an A in participation you must demonstrate consistency in positive and proactive leadership, preparation, timeliness, professionalism, teamwork, critical thinking, problem solving, and positive interactions with faculty and outside agency personnel.

**Intended Learning Outcomes**
Students who successfully complete this course will have the necessary abilities and skills to:

**Plan Lessons (20% of final grade)**
1. Write comprehensive lesson plans demonstrating knowledge of appropriate theories and techniques to address physical, cognitive, and personal growth or social development goals for specific audiences.

**Teach Skillfully (20% of final grade)**
2. Use effective teaching techniques to deliver outdoor education content in various contexts and for various domains of learning.
3. Apply appropriate theories and techniques to enhance learning opportunities for students with different skills, abilities, and/or backgrounds.
4. Demonstrate empathy, professionalism, and poise while teaching students in
outdoor education contexts.
5. Demonstrate student progress towards or attainment of learning outcomes as a result of your teaching.

Create and Manage Learning Environments (20% of final grade)
6. As a member of a team, take a leadership role in the creation and management of learning environments to address intended learning outcomes, needs and capabilities of students, skill of the instructor, goals of the agency, and impact on the environment.

Evaluate Progress and Outcomes (20% of final grade)
7. Utilize one or more assessment strategies to evaluate student achievement.
8. Provide an ongoing record of personal strengths and weaknesses in teaching knowledge and performance, create a plan for improvement, and critically assess improvement. (Portfolio or Journaling methods recommended)

Tentative Course Schedule:
The schedule in this course is heavily influenced by decisions the class makes regarding teaching opportunities within the community. The beginning of the class is likely to be heavily frontloaded reading and discussing learning theories and practices of the profession. This knowledge will be applied to actual teaching opportunities followed by reflection and application to new experiences. This approach makes it impossible to provide a comprehensive schedule at the beginning of class. Students and the instructor will work cooperatively to create and schedule multiple teaching experiences throughout the term which will be added to the syllabus as the course progresses. Our goal is to have students develop professional teaching skills and knowledge indicated in the Intended Learning Outcomes by the culmination of the semester.

While I have attempted to provide detailed information for the first weeks of class, it is likely some of the readings and teaching experiences will be changed in sequence and date. It is each student’s responsibility to correct his/her syllabus as we progress through the semester—all changes will be addressed in class.

Week 1
Group Formation, Goals, Values

Weeks 2-5
Context and Content areas in Outdoor Education, Professionalism and Working with Agency expectations, Foundational Theories, Creating the Learning Environment, Universal Design in Learning, Experimenting with Various Teaching Techniques

Weeks 6-10
Needs Assessment, Comprehensive Lesson Planning, Managing the Learning Environment, Lesson Delivery and Assessment

Weeks 11-15
Interpretation, Lesson Delivery and Assessment

Week 1
Sept. 7-8 Personal Introductions
Administrative Tasks: Medical History, Assumption of Risk and Release of Liability, Informed Consent

**Introduction to the Block**—Purpose and format of the block; Your public Identity; Being a High Performing Group

**Goals and Values of Block 2011**

**Assignments/Readings- Complete before the beginning of the next class meeting**

Chapter 1 Defining OE,2 Describing the Outdoor Educator OEMS pgs. 3-26 and Chapters 8 Physical Methods, 9 Cognitive Methods, 10 Affective Methods pgs.107-135
Chapters 1 Basic Brain Facts HTBL pgs. 15-40.

5 students will prepare to teach a 10-15 minute outdoor education lesson using 1-2 specific teaching techniques. You will be stopped at 15 minutes—so please rehearse and make certain your lesson fits in the time frame.

Lessons 1) teach a specific physical skill—e.g. tie a bowline knot 2) teach information in the cognitive domain—e.g. how bats use echolocation 3) teach to impact the affective domain—e.g. valuing the members of your group 4) teach the story of the formation of Chequamegon Bay and the Apostle Islands—you can teach the Ojibway story or the geologic story 5) teach the development of a personal value or ethic—e.g. a personal value regarding impact on the natural environment.

2 students- each will prepare to teach a 20-25 minute lesson. The combined efforts should cover the critical information from HTBL Chapter 2 How the Brain Processes Information pgs.41-60. (You can use activities on pgs. 61-81 as part of the lesson). You will each be stopped at 25 minutes—so please rehearse and make certain your lesson fits in the time frame.

**Week 2**  What is Outdoor Education and Professionalism in Outdoor Education and working with agency expectations

Peer Teaching using specific techniques.

Sept 12th  **Group Discussions**
Chapters 1, 2 OEMS
What do outdoor educators do? Teaching People In and About the Outdoors, and Teaching for the Outdoors
Goals/Preparation/Background/Risk
Who do we teach?
Your role as a professional, agency expectations,

**Individual teaching followed by discussion about teaching techniques**
Reading reinforcement and review
Other Teaching Techniques Options

**Upcoming Experience with WI UWCA with Humboldt HS DHH program**
Wilderness Inquiry and the UWCA Program
http://www.wildernessinquiry.org/programs/uwca.php
http://www.wildernessinquiry.org/documents/5826_Welcome%20to%20the%20UWCA.pdf
Humboldt Senior High- St. Paul, MN
Interacting with People who are Hard of Hearing or Deaf
http://www.michdhh.org/hearing/comm_tips.html
Introduction to Basic Signs

Group Discussion/Decision Making
Identify Teaching Opportunities for the semester (populations, content/contexts)
Semester Calendar

Assignments/Readings
Chapter 3 OEMS Theories and Foundations in OE pgs. 27-40, Chapter 3 HTBL Memory, Retention, and Learning pgs. 82-142. Chpt. 4 OEMS pgs. 40-58 Understanding Participants

All students will prepare to teach an important outdoor education lesson using 1-2 specific teaching techniques. Teach something you know well and are passionate about that relates to outdoor education. Be able to explain how the use of specific techniques is supported by or is in conflict with learning theories covered in chapter 3 of both texts. You will be stopped at 20 minutes—so please rehearse and make certain your lesson fits in the time frame.

Week 3  Foundations, Theories, and Universal Design in Outdoor Education

Teaching Techniques Experimentation

Sept 19th
Chapters 3 and 4 OEMS
Individual teaching followed by discussion about teaching techniques
Reading reinforcement and review of theories that inform our instruction and teaching
Learning, Motivation, Developmental, Domains

Understanding participants- GAME FACE
Demographics, Coping methods, Attribution, Assessing needs
Universal Design in Outdoor Education
http://www.washington.edu/doit/Faculty/Strategies/Universal/

Professionalism in our upcoming experience

Sept 20-21
Wilderness Inquiry—Urban Wilderness Canoe Adventures
Minneapolis (overnight)

Readings and Assignments
Chapters 5 Creating the Learning Environment and 6 Outdoor Education Settings OEMS pgs. 59-84
Chapter 4 HTBL The Power of Transfer pgs.143-174

Week 4  Creating the Learning Environment and Outdoor Education Settings, Teaching Techniques Experimentation

Sept 26th
Chapters 5, 6 OEMS
Creating the learning environment
Outdoor Education Settings- Natural and Social Environments
Transfer in Learning
The role and skills of facilitation
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<th>Teaching Techniques Experimentation</th>
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<tr>
<td>October 3rd</td>
<td>Readings and Assignments Chapter 7 OEM pgs. 85-115 Designing Lessons and Chapter 11 Sample Lesson Plans</td>
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<th>Week 6</th>
<th>Needs Assessments, Designing Comprehensive Lessons</th>
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| October 10th | Chapter 7 and Chapter 11 Designing Lessons-  
• Structure of a Lesson Plan  
• Needs Assessment  
• Goal Setting and Objectives  
• Lesson Planning  
• Assessment Planning  
• Writing your lesson plans and practice teaching |
| Oct 12-16 | Teaching to Peers on your backpacking trip |

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<th>Week 7</th>
<th>Managing the Learning Environment</th>
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<td>Oct 17</td>
<td>Fall Break</td>
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<td>Oct 19</td>
<td>AVID group on campus</td>
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<th>Teaching Experience- Lesson Delivery</th>
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<td>October 24th</td>
<td>Local Teaching experience in the community</td>
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<th>Teaching Reflections/Assessment</th>
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<td>Oct. 31</td>
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<th>Week 10</th>
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<th>Week 11</th>
<th>Reflection/Assessment; Interpretation Introduction</th>
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<tr>
<td>Nov 14</td>
<td>Interpretation Introduction—what is interpretation? Principles</td>
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<th>Week 12</th>
<th>Interpretation cont.; Lesson Design for Interpretive Programs;</th>
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<tr>
<td>Nov 21</td>
<td>Interpretation—how to plan interpretive programs</td>
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<th>Week 13</th>
<th>Interpretation Continued</th>
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<td>Nov 28</td>
<td>Teaching Preparation Practice Interpretive Program Delivery</td>
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<th>Week 14</th>
<th>Teaching in the Community Interpretive Program</th>
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<td>Dec 5</td>
<td>Local Teaching Event</td>
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<th>Assessment and Reflection Teaching Techniques Class</th>
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