

FOR 373: Outdoor and Adventure Education

Fall 2007

Oregon State University – Cascades Campus
MW, 9:30-10:50 am, 3 credits

INSTRUCTOR

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Office Hours
MW 2-5 pm
Feel free to arrange other times by appointment

COURSE DESCRIPTION

This course covers historical and contemporary philosophies and practices in outdoor and adventure education. We will explore the educational, social, and ethical consequences of outdoor adventure education programs and their impact on individuals, groups, and culture. Students will define the intentions and purposes of specific adventure and outdoor educational programs, as well as develop a collection of methods for teaching and leading various programs.

COURSE PRE-REQUISITES

There are no pre-requisites for this course, but FOR 375 Principles and Methods of Experiential Education is recommended as preparation.

INSTRUCTIONAL OBJECTIVES

By the end of the term, students will be able to:

- Describe the foundational principles of outdoor and adventure education, including historical, social, and cultural influences on this industry.
- Identify and describe similarities and differences across outdoor and adventure programs.
- Develop and implement diverse instructional methods in outdoor and adventure programs.
- Articulate ethical issues (and cultural impacts) relating to outdoor and adventure programs.
- Based on their own experiences and reflections, develop and describe original thoughts and opinions on issues in the field of outdoor and adventure education.
- Present their own personal philosophy of education, as it pertains to outdoor and adventure programs.

REQUIRED MATERIALS AND/OR READINGS

The course text is:

Miles, J.C. and Priest, S. (Eds.). (1999). *Adventure Programming*. State College, PA: Venture Publishing, Inc.

Additional readings will be assigned as handouts.

STUDENTS WITH DISABILITIES

Students with documented disabilities who may need special accommodation, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible – and no later than the first week of the term. If alternative testing is needed, the student should make the request at least one week in advance of the test. Students seeking accommodation should be registered with the Office of Services for Students with Disabilities.

ACADEMIC DISHONESTY AND CONDUCT

This course conforms to the Oregon State University Administrative Rules Relating to Student Conduct. Put simply, you are expected to do your own work. For those of you who need more guidance, the following comes from OSU documents:

Academic Integrity – students are expected to be honest and ethical in their academic work.

Academic dishonesty is defined as an intentional act of deception in one of the following areas:

- cheating: use or attempted use of unauthorized materials, information or study aids
- fabrication: falsification or invention of any information
- assisting: helping another commit an act of academic dishonesty
- tampering: altering or interfering with evaluation instruments and documents
- plagiarism: representing the words or ideas of another person as one's own.

Example: you must write your own term paper in your own words. “Cutting and pasting” blocks of text from other sources is considered plagiarism. Of course, you may quote from source material, but the quote must be brief (usually less than a paragraph), enclosed within quotation marks, and correctly cited in the text and in the reference section. Please ask in advance if you are uncertain regarding the appropriate use of material from other sources.

COURSE REQUIREMENTS

Exams (each counts for 20% of grade). Two hour-long exams will be given, one approximately halfway through the course and one during finals week. These exams will assess the extent to which instructional objectives have been met.

Research paper (20% of grade). Students will complete research papers on an assigned topic. Within the broad research topic, you will develop a focus and will write the paper in research format, utilizing at least seven literature sources, of which four must be academic journal articles. In your paper, you will demonstrate your ability to access multiple relevant manuscripts on your topic; your in-depth knowledge of manuscript contents; your ability to synthesize, critically evaluate, and make conclusions from content across the multiple manuscripts; and your ability to convey your knowledge in a paper that is logical, easy-to-read, grammatically correct, and with correct spelling. Your grade will reflect the extent to which you demonstrate these skills.

Quizzes (15% of grade, total). Three unscheduled quizzes will be given during the term. These quizzes will cover content covered in the course, including both reading and classroom material.

Reflective journal (15% of grade). Twice each week, you will write journal entries that demonstrate your personal reflections on the readings and classroom material. This journal is crucial to your preparation for each class, as discussions will emanate from students’ reactions, opinions, and interpretations to assigned material.

The journal is a forum for expressing ideas based on readings, discussions, and questions posed during class. Students are expected to contribute to the collective experience of studying, researching, and learning about outdoor adventure education. Students must understand that their role as participants in the class requires an active focus on offering insights, questions, and reflections about the material presented. The purpose of the reflective journal is both to offer a constructive, safe, and encouraging medium for personal thoughts and as a means to hold students accountable for their learning.

Students are expected to complete two pages typed, Times font, size 12, double spaced each week, based on the topics presented and discussed that class. Students will **hand in their journals by Monday 5PM**, and will receive them back during class on Wednesday. Students may send journal entries electronically, which will then be printed and graded before being handed back. Students are encouraged to respond to comments on journal entries and resubmit at any time during the course.

Grades are offered for individual journal entries, with a final mark that will contribute to 15% of overall final grade. This mark will be based on 1) quality of content presented, 2) consistent meeting of deadlines, and 3) contributions of journals to class discussions. Re-submission of a previous journal entry may improve that journal entry's grade. Grades will be final at the start of Finals week.

During the beginning of the course, subjects or questions will be presented to offer as guidance for writing. However, students may offer any thoughts or insights they feel are pertinent, relevant, interesting, etc.

Class Participation (10% of grade).

Your grade will be comprised of the following requirements:

Requirement	Portion of grade (%)
Exams	40
Research paper	20
Quizzes	15
Reflective journal	15
Class Participation	10
<i>Total</i>	<i>100</i>

LITERATURE SOURCES

The term paper should utilize the available literature. Some of the course material is treated in the academic journal literature (e.g., *Journal of Experiential Education*), but you may also need to utilize books, reports, periodicals (magazines and newspapers), and other sources. The instructor will work with you to identify relevant material for your topic.

COURSE CONTENT

The course will cover the following material, by week.

- 1) Introduction to outdoor education & adventure education: History, intent, place-based education, risk, & character learning
 - a. Adventure Programming chs. 6, 8, 14, + choose 2 from 7, 8, 9, 10, 11 or 12
- 2) Philosophies of outdoor education: Connecting with wild places
 - a. Adventure Programming chs. 15, 44
 - b. James, T. (2000, April 14). Can the mountains speak for themselves?

- c. Unsoeld, W. *Wilderness and Spirit*
 - d. Yerkes, R. and Haras, K. (1997). *Outdoor education and environmental responsibility* ERIC Digest ED414112.
 - e. Baker, M. (2005). 'Land full' experiences. *Journal of Experiential Education*. 27(3): 267-276.
- 3) The purpose and psychology of adventure
 - a. Adventure Programming chs. 17,19, 20
 - b. Hunt, J.S. (2002).Ethical Issues in Experiential Education. Ch. 2
 - 4) Learning through adventure
 - a. Adventure Programming chs. 21, 22,
 - b. Gass, M.A. "Programming the transfer of learning in adventure education" in Warren, K., Sakofs, M., and Hunt, J.S., Jr. (Eds.), The theory of experiential education (pp. 235-247). Dubuque, Iowa: Kendall / Hunt Publishing Company.
 - 5) Methods of outdoor and adventure education
 - a. Adventure Programming Section 5, chs. 27, 30, 31
 - b. A group development model for adventure education" In Warren, K., Sakofs, M., and Hunt, J.S., Jr. (Eds.), The theory of experiential education (pp. 235-247). Dubuque, Iowa: Kendall / Hunt Publishing Company.
 - 6) Ethics of outdoor and adventure education
 - a. Adventure Programming. 16
 - b. Hunt, J.S. (2002).Ethical Issues in Experiential Education. Chs. 8,9,11
 - c. Wurdinger, S.D (1997). Philosophical Issues in Adventure Education. Ch.4
 - 7) Social change in outdoor and adventure education
 - a. Adventure Programming chs. 35, 42
 - b. Warren, K. (2002). Preparing the next generation: Social justice in outdoor leadership education and training. *Journal of Experiential Education*. 25(1): 231-238.
 - c. Effective leadership on adventure programming, ch. 13 *Teaching models*
 - 8) Leadership in outdoor and adventure education
 - a. Adventure Programming Section 9, ch. 53
 - b. Effective leadership on adventure programming, ch. 18 *Flexible leadership style*
 - c. Effective leadership on adventure programming, ch. 20 *Experience-Based Judgement*
 - 9) Populations of outdoor and adventure education
 - a. Adventure Programming Chs. 49, 53
 - 10) Emerging and future trends of outdoor and adventure education
 - a. Adventure Programming Section 3, ch. 16; Section 7, ch. 41; Section 10, ch. 61
 - b. Baldwin, C., Persing, J. & Magnuson, D. (2004). The role of theory, research, and evaluation in adventure education. *Journal of Experiential Education*. 26(3): 167-183.