

FOR 375: Principles and Methods of Experiential Education

Winter 2007

Oregon State University – Cascades Campus

T/R 0900-1020 CSB118

INSTRUCTOR

Timothy Peterson

Office Hours

239 Cascades Hall

MTR 10:30AM-12:00 PM

322-3116

Feel free to arrange other times by appointment

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COURSE DESCRIPTION

Students will gain a strong background of the foundational thinking that underlies current experiential education. This course will introduce students to the array of thinking about education and the extent to which experience plays in learning.

INSTRUCTIONAL OBJECTIVES

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

- Demonstrate an understanding of the guiding principles of experiential education.
- Formulate a personal statement about their own process of learning and its relation to experiential education.
- Develop experiential curriculum and lessons for a variety of interested topics.
- Articulate through writing their opinions, ideas, and understanding about ethical issues in experiential education.
- Present a research topic, utilizing the APA style.

REQUIRED MATERIALS AND/OR READINGS

Warren, K., Sakofs, M, Hunt, Jr., J.S, (Eds). (1995). The theory of experiential education: A collection of articles addressing the historical, philosophical, social, and psychological foundations of experiential education. Kendall/Hunt publishing Co.: Dubuque, IA

Dewey, J. (1938). Experience and education. Simon and Schuster: New York, NY.

Any additional readings will be provided as handouts in class.

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.

You must write your own papers/journals/exams 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

Essays (30% of grade, total). There are two assigned essays during the course. These writing assignments will focus on a specific topic, based on class discussions, presentations and assigned readings. Each essay will be a minimum 3 pages (750 words). The essays will be evaluated for content, presentation, and style and then returned to the student, who will revise and resubmit.

Research Paper (30% of grade). This paper will require investigating contemporary research in experiential education. Utilizing primarily journals and texts, this paper will follow APA style formatting and will be a minimum 8 pages (2000 words). Students will first be facilitated through the process of formulating topic ideas, creating driving questions, and presenting a brief description of the intention of their research. A rough draft is due 3 weeks prior to the final due date. Rough drafts must demonstrate a significant amount of research work. Students will receive their rough drafts back with comments about style, content, and presentation. A final draft is assigned to allow students the opportunity to review comments, conduct and contribute more research, and correct/polish style. Students must resubmit their final draft at the scheduled time.

Final Exam (20% of grade). A final exam will be assigned on final day of class and will be due by the assigned finals exam date and time. This exam will be presented in a series of short essays, which the student may respond to using course materials and outside sources.

Reading Summaries (20% of grade). Students will write 6 1-page minimum (250 words) summaries of the assigned readings. These short writing assignments are intended to allow for

students to express thoughts and ideas stimulated by the readings. These assignments will be graded simply as “completed”.

Your grade will be comprised of the following requirements:

Requirement	POINTS	Portion of grade (%)
Final Exam	60	20
Essays (2 total)	90 (45 each)	30
Research Paper	90	30
Reading Summaries	60(10 each)	20
Total	300	100

Writing Assignments: Writing assignments must be submitted in 12 pt. Times font, double spaced with 1” margins.

Late assignments: All journals and project assignments will be given a due date. Any assignment handed in after that date will be considered late and will not be eligible for full credit. However, late assignments will be accepted and considered for a grade.

LITERATURE SOURCES

The Research/Shadow Project 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

Texts/Resources

Required:

Dewey, J. (1938). Experience and education. Simon and Schuster: New York, NY.

Warren, K., Sakofs, M, Hunt, Jr., J.S, (Eds). (1995). The theory of experiential education: A collection of articles addressing the historical, philosophical, social, and psychological foundations of experiential education. Kendall/Hunt publishing

Co.: Dubuque, IA

Supplementary:

Freire, P. (1993). Pedagogy of the oppressed. Continuum: New York.

hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. Routledge: New York.

DATE	ASSIGNMENT
January 9 - Tuesday	Read Ch. 24 Chapman, McPhee, and Proudman “What is experiential education?” in Warren et. al.
January 11 - Thursday	Read Orr, D. Ch. 3. “The problem of education in <u>Earth in Mind</u> – handout Write readings summaries
January 16- Tuesday	Read Joplin, L Ch. 2. “On defining experiential education” in Warren et. al.
January 18- Thursday	Read Prochazka, L Ch. 13. “Internalizing learning: Beyond experiential education in Warren et. al. Write readings summaries
January 23- Tuesday	Read Freire, P. <u>Pedagogy of the oppressed</u> , ch.1- handout
January 25- Thursday	Write Essay 1

January 30- Tuesday	Read hooks, b. Ch. 5 “Theory as liberatory practice” in <u>Teaching to Transgress</u> . - handout
February 1- Thursday	Read Hunt, J.S Ch. 3. “Dewey’s philosophical method and its influence on his philosophy of education.” in Warren et. al. Write readings summaries
February 6 - Tuesday	Read Dewey, J Chs.1,2,3 in <u>Experience and Education</u>
February 8 - Thursday	Read Dewey, J Chs.4,5,6 in <u>Experience and Education</u> Write readings summaries
February 13- Tuesday	Read Dewey, J Chs.7&8 in <u>Experience and Education</u>
February 15- Thursday	Write Essay 2
February 20- Tuesday	Read - Dewey, J. “My pedagogic creed.” - handout
February 22- Thursday	Read Warren, K. Ch. 25 “The student-directed classroom: a model for teaching experiential education theory” in Warren et. al. Write Rough Draft
February 27- Tuesday	Read Freire, P. <u>Pedagogy of the oppressed</u> , ch.2- handout
March 1- Thursday	Read one chapter at your selection from “Section IV: Social Foundations” in Warren et. al. Write readings summaries
March 6- Tuesday	Read hooks, b. Ch. 2 “A revolution of values: The promise of multicultural change” in <u>Teaching to Transgress</u> – handout
March 8- Thursday	Write readings summaries
March 13- Tuesday	
March 15- Thursday	Research Paper

