

GEORGE MASON UNIVERSITY

PRLS 220 - 004—Experiential Education Theory & Application (3)

Spring 2017

Recreation Management

DAY/TIME:	Friday (F) 10:30 am– 1:10 pm *Travel dates may require early campus departures & late returns	LOCATION:	Nguyen Engineering Building, RM 1107 FFX Campus
FACULTY:	Nancy Chamberlain, M.S.	EMAIL ADDRESS:	nchambe2@gmu.edu
OFFICE LOCATION:	Bull Run Hall 220A	PHONE NUMBER:	571-259-4379
OFFICE HOURS:	Friday 9:30 -10:15 am (Immediately following class) or by appointment	FAX NUMBER:	703-993-2025

PREREQUISITES/COREQUISITES

NONE

UNIVERSITY CATALOG COURSE DESCRIPTION

Provides a broad theoretical, as well as practical, background in teaching and learning experientially. Concepts presented, experienced, and discussed include the basic premises of experiential learning according to a wide variety of educators and philosophers. The content and experience applies to recreation, education, development, and therapeutic settings.

COURSE OVERVIEW

Students will be presented with an opportunity to further examine their field of study (major) and have the opportunity to prepare an experiential lesson plan and peer teach exhibiting best practices in the field of experiential education.

COURSE DELIVERY METHOD

This course will be delivered using a lecture format. Our course will meet in person every Thursday unless otherwise noted on our Course Schedule. In rare cases, we may have to respond to inclement weather. If this is the case, any change in venue (i.e. from in person to an online virtual class meeting) will be determined by 6:00 am on the day of class and I will e-mail everyone at that time. Please note – this is a rare exception – but I recognize everyone travels from various distances so I want to respect each of your travel needs by making any inclement weather decision in as timely a manner as possible. On field experience days travel may require additional time outside of the regularly scheduled class period to accommodate travel to a destination.

COURSE OBJECTIVES

At the completion of this course, students should be able to:

1. Define experiential education.
2. Discuss the history of experiential
3. Articulate and apply best practices in preparation of lesson plan and peer teach concept related to the student's degree and/or professional goals
4. Discuss impact of technology on experiential education possibilities
5. Identify professional organizations supporting experiential education across all disciplines
6. Articulate professional standards and ethics that apply to the industry

PROFESSIONAL STANDARDS

Upon completion of this course, students will have met the following professional standards:
Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT):

7.01 Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in these industries; and c) the foundation of the profession in history, science and philosophy.

REQUIRED TEXTS

Warren, Karen, Mitten, Denise and TA Loeffler, "Theory & Practice of Experiential Education", Association for Experiential Education, Boulder, Colorado, 2008.

ISBN: 978-0929361-17-8

Here is the link to purchase a digital copy of Theory & Practice, www.aee.org/digital-book-order-form.

To order by phone: Contact Porsche Linnemann at 303-440-8844

RECOMMENDED TEXT (Available on reserve)

Green Building Council, "Green Building & LEED Core Concepts Guide", Second Edition, Washington, D.C., 2013.

Hunt, Jasper S., Jr., "Ethical Issues in Experiential Education", Association for Experiential Education, Boulder, Colorado, 1994.

Pace, Steven, "Manual of Accreditation Standards for Adventure Programs", Sixth Edition, Association for Experiential Education, Boulder, Colorado, 2013.

COURSE PERFORMANCE EVALUATION

Since your contributions are such an important part of this course, you will be expected to actively participate in class discussions, complete in-class exercises, and complete all assignments on time.

Requirement/Assignment Percentage of final course grade

Learning Style Assessment	10%
Reading Quizzes (10 Quizzes)	20%
Exam #1 Midterm	20%
Experiential Learning Lesson Proposal (Draft outline, lesson plan, & research plan)	10%
Experiential Learning Project	20%
Exam #2 Final	20%
TOTAL	100%

GRADING

Grading Scale

A+ 98 – 100	B+ 88 – 89	C+ 78 – 79	D = 60 – 69
A 94 – 97	B 84 – 87	C 74 – 77	F = 0 – 59
A- 90 – 93	B- 80 – 83	C- 70 – 73	

Assignments will be due the beginning of the class on the specified date due. Assignments received AFTER 5:00 p.m. will be considered late and receive a 20% deduction in points per 24-hour period. **Papers received AFTER 9:00 a.m. will be considered late and receive a 20% deduction in points per 24 hour period.** (If you have an extreme emergency there may be some exceptions; however, you'll need to discuss these issues with me prior to the due date to be considered for exception. I also recommend you make back-up copies of your assignments since computers have been known to crash at the most inopportune moments).

PROFESSIONAL DISPOSITION

Students are expected to exhibit professional behaviors and dispositions at all times.

Effective communication is an important part of our lives and this course. Therefore, we will all be asked to treat our colleagues with respect in all types of communications (such as e-mail, class conversations, etc). Communication is an important facet of this course.

Please check your email daily for messages; especially before you leave for campus in the morning! Keep a special eye out for weather related announcements.

Unless otherwise noted, all written papers will be submitted electronically via email.

Assignments will be due at the beginning of class on the specified date due. All written papers are to be submitted using WORD (with a .doc – do not use docx file extension) - pdf or other formats are not permitted in this course. Students must use APA as the citation format in this course.

Papers received AFTER 10:00 a.m. will be considered late and receive a 20% deduction in points per 24 hour period.

If you are confronted with extreme emergencies or are participating in a pre-approved university-sponsored function, exceptions may be made; however, this is only applicable if pre-approved with me (your instructor). In addition, I strongly encourage you to make a back-up copy of any work submitted since computers have been known to crash at the most inopportune times.

CLASS SCHEDULE

Class meets on Friday from 10:30 am – 1:10 pm in Nguyen Engineering Building, RM 1107. Class may meet earlier and dismiss later than regularly schedule class on field experience days to facilitate travel.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

PRLS 220 SPRING 2017

COURSE SCHEDULE

DATE TOPIC CHAPTER/ASSIGNMENT DUE*

**Note: Faculty reserves the right to alter the schedule as necessary.*

Week 1 January 27, 2017 Introductions & Foundations- Course Overview

History of Experiential Education

Who is John Dewey?

<http://www.pbs.org/onlyateacher/john.html>

Who is Jean Piaget?

<http://www.simplypsychology.org/piaget.html>

Bloom's Taxonomy of Learning: <http://www.nwlink.com/~donclark/hrd/bloom.html>

Experiential Education:

<http://www.wilderdom.com/experiential/>

<https://www.d.umn.edu/~kgilbert/educ5165-731/Readings/experiential-learning-theory.pdf>

Learning Models: http://www.au.af.mil/au/awc/awcgate/army/rotc_learning_models.pdf

Read: Chapter 1 (Pages 1 – 37)

Read: Chapter 2 (Pages 75 – 122)

Assign: Assess your learning style – print report (complete both assessments)

Assessing Learning Style: <http://www.learning-styles-online.com/inventory/>

<http://www.learning-styles-online.com/inventory/questions.php?cookieset=y>

Assessing Learning Style: <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>

Week 2 February 3, 2017 Philosophical Foundations & Learning Styles

Read: Chapter 3 (Pages 133 – 192)

Additional Readings: <https://www.d.umn.edu/~kgilbert/educ5165-731/Readings/experiential-learning-theory.pdf>

http://epltt.coe.uga.edu/index.php?title=Experiential_Learning

<http://www.wilderdom.com/experiential/ExperientialWhatIs.html>

<http://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf>

<http://users.etaown.edu/m/moorerc/exlearning.html>

<http://www.experientiallearning.ucdavis.edu/why-el.shtml>

Teaching with movies: <http://www.teachwithmovies.org/indexes-main.htm#subjects>

Week 3 February 10, 2017 No Class

Assignment in lieu of class: Select semester project topic, research plan, resources to share with peers and preparation of lesson plan.

Your semester topic should be directly related to your major or an aspect of your future employment. Base this on your “ideal” job and/or “what do I want to be/do when I grow up”. You will be peer teaching your classmates about an aspect about your major or and aspect of your future employment. Be sure you communicate your passion about your major/employment! Teach us something while learning yourself! Everyone has a different major so this should be quite a diverse experience!

In your initial query, consider researching the internet with the following search criteria – “Using experiential education to teach XXX”.

You should include a draft experiential learning lesson plan while developing your project. You will be required to finalize this lesson plan for your final project. Please use the lesson plan tool at the following website to guide your lesson plan: <http://www.experientiallearning.ucdavis.edu/toolbox/des-lessonplan.pdf>.

Write topic sentence and outline of presentation. Indicate areas of research you intend to examine (research plan). Indicate related fieldtrip destinations and/or guest speakers that may be of relevance to your topic and/or the class at large. Your project proposal, research plan, resource list and lesson plan must be typed and turned in at the beginning of class on 2/17/2017. This is a draft! We will refine it before spring break!

Week 4 February 17, 2017 Professional Organizations for Experiential Education, Accreditation Standards and Position of Higher Education of Experiential Education (AACCC)

Association for Experiential Education <http://www.aee.org/>

National Society for Experiential Education <http://www.nsee.org/>

Association of American Colleges & Universities

<https://www.aacu.org/publications-research/periodicals/power-experiential-education>

Standards in Experiential Education – Reference available on reserved reading.

Ethical Issue in Experiential Education – Reference available on reserved reading.

Student's Bill of Rights – Reference available on reserved reading.

Read: Chapter 5 (Pages 332- 340)

Week 5 February 24, 2017 New Technology – New EE Opportunities

<http://teachthought.com/pedagogy/technology-introduces-new-forms-of-experiential-learning/>

http://www.usask.ca/gmcte/resources/teaching/strategies_experiential/using-technology-experiential-learning

Read: Chapter 4 (Pages 213 – 236) and (Pages 244 – 281)

Risk Benefit Analysis in Experiential Education – Reference available on reserved reading.

Week 6 March 3, 2017 Place Based Education - Getting out of the classroom

Sense of place/Place identity - <http://www.importanceofplace.com/2009/04/what-is-sense-of-place.html>

Outside of the classroom - <https://cft.vanderbilt.edu/guides-sub-pages/teaching-outside-the-classroom/>

Read: Chapter 1 (Pages 38 – 74)

Week 7 March 10, 2017 Midterm Exam

Week 8 March 13, 2017 – March 17, 2017 SPRING BREAK

No class on 3/16/2017

Week 9 March 24, 2017 Outdoor and Adventure Experiential Education

Who is Paul Pzeldolt? <http://wilderdom.com/Petzoldt.htm>

Who is Kurt Hahn? <http://www.wilderdom.com/KurtHahn.html>

Read: Chapter 4 (Pages 237 -243 and 297 -308)

Read: Chapter 5 (Pages 341 – 367)

Read: Chapter 6 (Pages 393-402)

Template Revision Date: 11/14/16

Week 10 March 31, 2017 Experiential Education & Adventure Education for Persons with Disabilities and Special Populations

Read: Chapter 6 (Pages 395- 402, 445 - 466)

Week 11 April 7, 2017 Fieldtrip – Information TBA

Week 12 April 14, 2017 Fieldtrip – Information TBA

Week 13 April 21, 2017 Student-Directed Classroom

Read: Chapter 7 (Pages 484 – 493 and Pages 555 - ,571)

Conference Option:

[Southeast Regional Conference](#) - Let the Earth be Your Classroom

April 21-23, 2017

Black Mountain, North Carolina

Option: You are welcome to join the Arbor Day Festival at NVCC 9:00 a.m. – 3:00 p.m. National Geographic will be presenting on ocean health. Volunteer opportunities are available. GMU Arbor Day/Earth Day activities will be announced in class.

Week 14 April 28, 2017 Student Presentations

Week 15 May 5, 2017 Student Presentations

Week 15 May 12 , 2017 Final Exam & Presentations

