

**PLYMOUTH STATE UNIVERSITY  
DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE  
AP 2210 – Adventure Education Teaching Theories and Methods**

**SYLLABUS**

**I. Course Information**

**Course ID:** AP 2210.01  
**Semester:** Spring 2013  
**Class Hours:** 9:30am to 12:00pm  
**Class Days:** Tuesday & Thursday  
**Final Exam:** Tuesday, May 14 from 8:00am to 10:30am  
**Room:** D&M 419  
**Credit:** 3 credits  
**Texts:** Outdoor Education: Methods and Strategies (2006) by Ken Gilbertson, Tim Bates, Terry McLaughlin & Alan Ewert.

**Instructor:** Christian Bisson  
**Office:** D&M 444  
**Hours:** Monday, Wednesday, and Friday: 9:30am to 12:00pm  
**Phone:** 603-535-3112  
**Email:** cbisson1@plymouth.edu

**NEW & IMPROVED SYLLABUS**

Environmentally Safe  
Biodegradable  
Phosphate Free

**II. Program Mission Statement**

“The PSU Adventure Education program’s mission is to provide an environmentally sustainable, academically comprehensive and technically proficient education for future adventure educators.”

“In addition, the program embraces the university motto Ut Prosim - that I may serve - by actively seeking and providing services to the campus and regional community.”

**III. Course Catalogue Description:**

This course covers learning theories and teaching methods pertinent to Adventure Education. Topics include: child and adolescent development; lesson plan design; creation of engaging and experiential lessons; instructional skills; physical, cognitive and affective methods of instruction; group management; and learning assessment. Springs. *Prerequisite:* Adventure Education majors and minors only.

**IV. Expanded Course Description:**

What can you expect in this course?

You can expect to be active in developing your skills as an educator. The overall goal of this class is for you to learn about the relevant theories about learning and teaching currently used in Adventure and Outdoor Education. The class will also allow you to develop your skills as an instructor. You will practice your instructional skill with your peers, receive specific feedback and seek to improve your instructional skills through more peer teaching and instruction with students from the community.

**V. Tentative Course Topics**

You will find below a list of tentative topics that we will cover in this class. Some topics will be covered based on the instructor selection while others will be selected by you:

Learning Theories

- Experiential learning theories
- Brain-based learning theories

- Social learning theories
- Constructivism
- Cooperative learning

- Place-based education
- Information assimilation
- Multiple-intelligence
- Bloom Taxonomy
- Gagné's Nine Events of Instruction

Understanding your Participants

- Audience assessment
- Age and cognitive development
- Teaching adolescents
- Culture and ethnicities
- Inclusive instruction

Creating the Learning Environment

- Creating a safe learning environment
- Managing student behavior
- Hidden curriculum
- Leave No Trace ethic
- Logistic
- Risk management

Teaching in the Outdoors

- Site selection
- Learning barriers in the outdoors
- Teaching at night
- Teachable moments
- Leap frogging instruction

Designing Effective Lesson

- Writing lesson plans
- Assessment strategies

Using Instructional Aids

- Props
- Equipment
- Visual aids

Teaching Mechanics

- Physical Delivery
  - Eye contact
  - Body Language
  - Body Posture
  - Facial Expressions
  - Physical Position
- Verbal Delivery
  - Voice Projection
  - Voice Tone
  - Cadence
  - Punctuation
  - Vocabulary
  - Voice Clarity

- Physical skill development
  - EDPECP
  - Step by Step
  - Whole - Part - Whole

- Assisted skill manipulation
- Prompting strategies
- Giving feedback
- Video feedback
- Facilitating games
- Facilitating initiatives
- Theatrics
- Role play
- Skits

Cognitive Methods of Instruction

- Mini-lecture
- Lecture with seeded question
- Discussion
- Demonstration
- Debates
- Problem-solving
- Teaching by inquiry
- Guided discovery
- Peer teaching
- Service learning
- Written materials

Affective Methods of Instruction

- Visual imagery
- Storytelling
- Simulation
- Case studies
- Solo
- Quotes and readings
- Nature awareness activities
- Personal journaling
- Group journaling

Assessment Strategies

- Observation
- Video feedback
- Checklist
- Rubrics
- Debrief
- Sweeps
- Pen and paper test
- Journaling
- Skill assessment
- Check-in

**VI. Intended Learning Outcomes (ILO):** Students will...

1. Be able to explain learning theories (i.e., experiential learning, brain-based, social learning, constructivism, cooperative learning, place-based education, information assimilation, multiple-intelligence) and indicate how they relate to Adventure / Outdoor / Wilderness Education.
2. Be able to apply the learning theories study in this class to the design and delivery of their lessons.
3. Be able to explain the stages of youth and adolescent development.
4. Be able to explain how a teacher creates a safe learning environment.
5. Be able to adapt their instruction to the cultural backgrounds or ability levels of their students.
6. Be able to create and use appropriate instructional aids (i.e., visual aids, props, equipment).
7. Be able to explain the characteristics of instructing outdoors.

8. Be able to develop and self assess good instructional mechanics (i.e., Physical and verbal delivery skills).
9. Be able to describe various teaching methods (i.e., Physical, cognitive or affective) used in Adventure / Outdoor / Wilderness Education.
10. Be able to create a useful and detailed lesson plan.
11. Be able to write appropriate learning outcomes.
12. Be able to use appropriate feedback to facilitate learning.
13. Be able to incorporate in their lesson and use appropriate strategies to assess teaching and learning.
14. Be able to demonstrate the skills of a reflective teacher.

## VII. American Disability Act Statement

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the PASS Office in Lamson Library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Accommodation for this course from the PASS Office, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

## VII. Readings:

1. Required books.
2. Selected web sites.
3. Additional articles and handouts will be distributed or be available on Moodle.

## VIII. Class Expectations:

**Responsibilities for teaching and learning:** Education at the college level is a shared responsibility. Your success in this course is directly related to your active involvement in the learning process. My responsibilities as an instructor include providing a variety of learning opportunities and experiences related to the course objectives described above.

Your responsibilities include showing up to class on time, contributing in class, conducting discussions, presenting learning materials and experiences in class, engaging with your classmates, completing the assignments on time, and asking questions of anything you are unclear about. Do not plan to sit passively in the back of the classroom. This reflects a lack of responsibility for your own learning and is uncharacteristic of successful adventure education professionals.

Much of your learning will take place outside of class. You should visit the library, the University Writing Center, engage in dialogue with your classmates, and be curious enough to explore materials and resources in adventure education on your own. As stated above, you should be spending an average of ten hours per week studying, reading and preparing outside of class.

Reading and writing assignments and class discussions and activities complement but do not duplicate each other. In other words, it is necessary for you to read and write in order to be prepared for class. You need to be an active reader, reading for the purpose of understanding. This means taking notes, reflecting, asking yourself questions, and being critical of what you read. It's much more than passing your eyes over the words. In class we will be discussing but not duplicating the reading.

I invite you to talk with me outside of class about suggestions, concerns, course topics that spark your interest or turn you off, career opportunities in Adventure Education, and so forth.

**Work Expectations:** College courses carry the expectation that students should be spending two hours outside of class per week for every hour in class. In other words, only one-third of a college course occurs in class; the other two-thirds occur beyond class. Since our class meetings cover approximately 4 hours per week, you should be spending an additional 8 hours studying, reading and preparing for class each week.

**Class Attendance:** Think of class as your job for the next seven weeks. If you don't show up for your job, you receive poor evaluations or are fired. Therefore, attendance is required at every class. **Absent without a valid excuse will result in a 5% reduction of your final course grade.** This is a reduction of ½ a letter grade for each absence. Excused class absences include only illness and family emergencies. If you will be absent, please try to notify me in advance. For further information about class attendance policies please check this link: [www.plymouth.edu/undergraduate/files/2010/11/Class-Attendance-Policy.pdf](http://www.plymouth.edu/undergraduate/files/2010/11/Class-Attendance-Policy.pdf)

Show excellent Expedition Behavior (EB) by being punctual. This is a quality that you will encourage and display as an adventure educator so start practicing now. Class begins promptly at 9:30am. Don't expect to arrive at the D&M a few minutes before class. **Plan ahead and prepare.**

**Storm Cancellations:** If you have a question about class cancellations or delays due to weather, call the PSU Storm Line at 535-3535.

**Class preparation, readings, and participation:** Readings from the texts, handouts, and documents on WebCT are due for class sessions. Class topics and reading assignments will be announced or chosen a minimum of one class session prior to occurrence, or a more detail tentative schedule will be provided.

You are expected to come to each class prepared, having completed the readings and assignments prior to class. You will also be expected to actively engage in and lead class discussions by raising questions, offering comments, and dialoguing with your classmates and the instructor.

**Late assignments and unprepared presentations:** Written assignments are due on the date described on the class schedule or announced in class. Be aware of the course schedule; I will generally not announce reminders in class. Class presentations for which you have responsibility are likewise due on the date assigned or chosen, unless you have made arrangements with me at least a week in advance. Excuses of computer or printer problems can usually be avoided by planning ahead.

**Late assignments receive a reduction of 10% for each class session handed in late.** This deduction also applies to scheduled class presentations for which you are unprepared. "Late" means anytime after the class begins; if you are absent from class, the assignment is still late after the due date on which you were absent.

**Originality of written work:** All written work and assignments, including presentations, must be original and not previously submitted for other courses. The 2013-2014 University academic catalog states, "Plagiarism includes submitting another person's work as one's own. This includes, for example: copying during examinations; purchasing papers or taking them from Internet/World Wide Web resources; copying papers, reports, laboratory results or computer work; quoting or paraphrasing library or Internet/World Wide Web resources without proper citations."

Work determined not to be original or work that was previously submitted will receive a grade of zero, and may result in a hearing with the Panel on Academic Integrity. Students found guilty of a violation of academic integrity may receive a grade of AF (administrative failure), or suspension from the University. For further information about academic integrity policies and procedures please check this link: [www.plymouth.edu/undergraduate/files/2010/11/Academic-Integrity-Policy.pdf](http://www.plymouth.edu/undergraduate/files/2010/11/Academic-Integrity-Policy.pdf)

**Avoid creating class distraction:** Be respectful of your peers, do not bring cell phones, pagers, or portable music devices to class. Or, if you bring them, turned them off when you enter class.

## IX. STUDENTS ETHICAL EXPECTATIONS

Students in Adventure Education are expected to abide and promote ethical behavior in all classes in Adventure Education.

### Preparation for Field Experience

Students in Adventure Education are taught and expected to come appropriately prepared to field-based courses or exercises.

They should wear the appropriate clothing, footwear and headwear. They should also come with additional equipment or clothing that will allow them to participate and perform in various environmental conditions or environments.

When needed, they should also come prepared to hydrate and feed themselves.

### Use of Alcohol and Illegal Drugs

Students are aware that consuming or transporting alcohol or illegal drugs during indoor or outdoor classes is not allowed.

They also know that such behavior can lead to expulsion of the field, failure of an assignment or a class.

Students know that expulsion from the field for consuming or carrying alcohol or illegal drugs will be performed at their own expenses.

Students are also aware that coming to class or a field-based experience while under the influence of alcohol or illegal drugs can result in their dismissal from participating in the class or field-based experience.

### Environmental Ethic

Students are expected to practice "Leave No Trace" principles while participating to all field-based experiences.

## X. Assignments and Evaluation:

- 1) **Quiz:** 5 quizzes with 10 questions per quiz. **50 points**
- 2) **Lesson Plans:** Write 3 lesson plans – one for each category of instructional methods (i.e., Physical, Cognitive, and Affective). Each lesson plan is worth 20 points. **60 points**
- 3) **Lesson Delivery:** Instruct 3 lessons to your peers. Each lesson is worth 25 points. **75 points**
- 4) **Video Analysis:** Complete 3 video analyses of your teaching. Each analysis is worth 10 points. **30 points**

**5) Mid-term Exam:** The mid-term exam will cover material from the course readings, class presentations, and class discussions. You will complete the exam in class (**March 7**) then received a corrected copy of your exam on **March 12** indicating the number of answers that are wrong or partially wrong. You will then have 48 hours to correct your exam. Full points will be given to the answers that are correct after the first time you completed the exam. Half points will be given to the answers that are corrected and correct after the 48 hours correction of the exam.

**85 points**

**6) Final Exam:** The final exam will cover material from the course readings, class presentations, and class discussions. You will complete the exam in class (**May 9**) then received a corrected copy of your exam on **May 14** indicating the number of answers that are wrong or partially wrong. You will then have 48 hours to correct your exam. Full points will be given to the answers that are correct after the first time you completed the exam. Half points will be given to the answers that are corrected and correct after the 48 hours correction of the exam.

**200 points**

Grand Total: **500 points**

**Bonus Point:** Participating in the Mock Trial as a jury for AP4600 – Risk Management in Adventure Education.

**20 points**

**Grant Total with Bonus: 520 points**

For further information about fair grading policies, please check this link:  
[www.plymouth.edu/undergraduate/files/2010/11/Fair-Grading-Policy.pdf](http://www.plymouth.edu/undergraduate/files/2010/11/Fair-Grading-Policy.pdf)

**XI. Final Grade Conversion:**

A 100% – 96%	B+ 89% – 87%	C+ 79% – 77%	D+ 69% – 67%
A- 95% – 90%	B 86% – 83%	C 76% – 73%	D 66% – 63%
	B- 82% – 80%	C- 72% – 70%	D- 62% – 60%
			F 59% or less

**XII. Professional Recommendation:**

If you would like to receive from me a letter of recommendation for employment or graduate work based on your participation in this class you should consider the following: Be punctual and prepared for class by doing all your required readings. Actively participate in class discussions and exercises. Take initiative, do extra readings to prepare your lessons. Practice teaching with your peers. Be prepare to teach, learn and master your topic before teaching it. Turn your assignments on time. Write excellent lesson plans. Be polite, professional and courteous with your peers and your instructor.

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**Tentative Class Schedule 1**

**Read this first or do not pass go and claim 200 points**

**Tuesday, January 28**

**Topics:** Introduction  
Experiential Education vs Information Assimilation Theory

**Activities:** Introduce syllabus  
Select teaching topics  
Select teaching dates  
Review the Experiential Education process

**Assignment: To be completed before next class: Thursday, January 31**

1. Review Syllabus
2. In "Outdoor Education," read Chapter 1.

**Thursday, January 31**

**Topics:** Review Syllabus  
Lesson Plan  
The Mechanics of Teaching

**Activities:** Lesson Plan mini-lecture  
Teaching Video Analysis

**Assignment: To be completed before next class: Tuesday, February 5**

1. In "Outdoor Education," read Chapter 7.
2. Get a Mini-DVD tape.

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**Tentative Class Schedule 2**

**Read this first or you might get lost in the land of academia**

**Tuesday, February 5**

**Topics:** Multiple-intelligence Theory  
Teaching Strategy:

- 3-D's (Bowline)
- EDPECP (Bowline on a Bight)
- Step by Step (Bowline on a Coil)

**Activities:** Multiple-intelligence questionnaire  
Multiple-intelligence mini-lecture  
Knot is a Knot is a Knot... Not

**Assignment: To be completed before next class: Thursday, February 7**

1. In "Outdoor Education," read Chapter 6.
2. Prepare for quiz #1

**Thursday, February 7**

**Topics:** Brain-based Learning Theory

**Activities:** The Tower  
Brain-based learning mini-lecture  
**Quiz #1**

**Assignment: To be completed before next class: Tuesday, February 12**

1. In "Outdoor Education," read Chapter 2.
2. If appropriate, write lesson plan for TP1.

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**Tentative Class Schedule 3**

**Read this first or pay a cover charge to enter the classroom**

**Tuesday, February 12**

**Topics:** Using Instructional Aids  
Assessment Strategies

**Activities:** “MacGyver” this!

**Assignment:** To be completed before next class: Thursday, February 14

1. Prepare for quiz #2
2. In “Outdoor Education,” read Chapter 7.

**Thursday, February 14** (NOTE: Class held at the Indoor Climbing Wall - PE Center)

**Topics:** Teaching Strategy:

- Assisted skill manipulation
- Prompting strategies
- Giving feedback
- Video feedback

**Activities:** **Quiz #2**  
Rock Climbing – Movements on Rock 101

**Assignment:** To be completed before next class: Tuesday, February 19

3. In “Outdoor Education,” read Chapter 8.
4. If appropriate, prepare for Teaching Practicum 1.
5. If appropriate, write lesson plan for TP2.

