

Outdoor Environmental Education in Theory, Policy & Practice (EDUC/ENVI 275)

Macalester College -- Fall Semester 2021

Times: Seminar: Mondays & Wednesdays, 2:20 to 3:20 PM

Lab: Fridays 1:10-4:20 PM

Rooms: Olin-Rice 243 (MW) and Olin-Rice 270 (F)

Instructors:

Jerald Dosch (dosch@macalester.edu; 651-696-6187; Olin-Rice 210; office hours MW 1:00-2:00 and by appointment)

Ruthanne Kurth-Schai (kurthschai@macalester.edu; Humanities 100c; office hours - by appointment, please email for a specific time)

Course Description

This course provides an introduction to outdoor education as an opportunity to promote social justice and environmental sustainability in a globalized world. Informed by relevant philosophical, psychological, cultural and political-economic frameworks, in addition to critical issues in public education policy and practice, we will explore interdisciplinary approaches to outdoor environmental education appropriate for students across the K-12 continuum. We will reference the Katharine Ordway Natural History Study Area (Ordway Field Station) as an outdoor classroom and will adapt curriculum from the Minnesota Department of Natural Resources (DNR) and other outdoor education organizations to assist elementary school teachers and students in fulfilling Minnesota K-12 Academic Standards.

Weekly lab sessions will include exploration of outdoor curricular materials with local outdoor educators, small group preparation of outdoor learning kits field days during which course members design and implement educational for local elementary school students, and other experiential learning opportunities. Weekly seminar sessions incorporating readings, reflective writing, and individual and small group projects to complement the experiential aspects of the course. As the semester progresses, each course member will develop a curricular unit aimed at teaching an important environmental issue to diverse adolescents attending urban public schools. The curricular unit is a significant undertaking that provides students the opportunity to synthesize all aspects of the course in a creative, pragmatic and integrative manner.

Course Readings

Gilbertson, Bates, McLaughlin & Ewert. 2006. *Outdoor Education: Methods & Strategies*.

Nolet. 2015. *Educating for Sustainability: Principles and Practices for Teachers*.

Roberts. 2011. *Beyond Learning by Doing: Theoretical Currents in Experiential Learning*.

Wood. 2007. *Children In The Classroom, Ages 4-14: A Resource For Parents And Teachers* (3rd ed).

Books from the Minnesota DNR curriculum projects--these will be provided to you free of charge. Other scholarly journal and popular press readings may be assigned and linked or posted on Moodle.

We also encourage you to keep up with the latest breaking environmental news. A great place to look is the "Science Times" section in each Tuesday's *New York Times*.

Course Moodle Page

<https://moodle.macalester.edu/course/view.php?id=1995>

Please note that the course Moodle page will be updated on a regular basis during the semester.

Course Assignments

Ordway Retreat: We will launch our explorations of outdoor environmental education at a required course retreat [**Saturday September 11**] at the Katharine Ordway Natural History Study Area (Ordway Field Station). This retreat will provide an in-depth, experiential orientation to Ordway as an outdoor classroom, an introduction to pedagogies from [Pollinate Minnesota](#), and introductions to [Project WILD](#) teaching methods and curricular materials developed by the MN Department of Natural Resources (DNR) and the Association of Fish and Wildlife Agencies as well as resources from the [Jeffers Foundation](#).

Reflective Journal: Critical and creative reflection is required to effectively integrate theory, research, and policy with principled practice. To this end, you are asked to complete a series of *concise reflective contributions, all aimed at expanding and deepening your skills as an aspiring outdoor educator*. Forum are listed either as Readings Forum or Action Forum, each with specific instructions provided on Moodle. These time sensitive contributions should be posted as specified on Moodle. Reflective Journals, as compilations of Forum responses, will be collected before midterm and nearing completion of the semester.

Book Review: You are asked to choose a book related to outdoor environmental education that you have not previously read. It may be related to theory, practice, curriculum, policy, or other angles approved by the instructors. After reading the book you are to write a review (500 words) targeted to an audience of your fellow students and course instructors. This assignment should be posted on in the Book Review Forum on Moodle.

Outdoor Education Learning Kits: In small groups, you will plan and field test outdoor learning experiences for elementary school students and their teachers. All outdoor activities will be designed for implementation in outdoor greenspaces easily accessible to participating elementary schools. Kits will provide all materials necessary to support developmentally appropriate outdoor experiences designed to fulfill Minnesota K-12 Academic Standards.

Sustainability Education Curricular Units: Later in the module, we will work to challenge and support each other's efforts to develop the design of a *sustainability education unit* [intensive mini-course, 12 hours of instructional time] aimed at teaching a significant and challenging social/environmental issue, to adolescents (grades 7-9), incorporating a sustainability perspective and a significant beyond-the-classroom (e.g. outdoor or community-based) activity. Your unit will include: 2 class sessions for presentation and preparation; one full day (6 hours) experiential/meaning-making retreat; 2 class sessions for reflection/assessment; followed by a 2-hour sharing event. Your unit will begin with an informative and compelling PowerPoint presentation summarizing background knowledge necessary for effective teaching of your selected issue.

Grading

This course is structured to support all students in having a deep and meaningful learning experience and to demonstrate a high quality of performance during these challenging times. Because effective learning requires active participation and cooperative exchange, attendance and full participation in all seminar, lab and asynchronous sessions is required. **Grades are assigned upon completion of *all course components* and based upon the following guidelines:**

Reflective Journal	40%
Book Review	10%
Outdoor Learning Kits	30%
Sustainability Education Curricular Unit	20%

Statement on Well-being and Link to Mental Health Resources

Here at Macalester, you are encouraged to make your well-being a priority throughout this module and your career here. Investing time into taking care of yourself will help you engage more fully in your academic experience. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, financial, etc., and how they can have an academic impact. In the classroom, please do what is necessary to support your personal well-being so long as it does not impede your or others' ability to be mentally and emotionally present in the course. If you are having difficulties maintaining your well-being, please don't hesitate to contact us and/or find support from other resources including those offered by the [Hamre Center](#).

Statement on Accommodations/Disabilities Services

Please know that we are committed to ensuring access to course content for *all* students, including those with disabilities. If you have a disability, please meet with me early in the semester to discuss your accommodation plan. If you have not yet obtained a plan, or are unsure if you have a disability that requires accommodation, please contact Disabilities Services:

disabilityservices@macalester.edu

Statement on Academic Integrity

All students will be required to abide by the Macalester College academic integrity guidelines found at <http://www.macalester.edu/academicprograms/academicpolicies/academicintegrity/>.

Land Acknowledgement

Our college resides on the ancestral homeland of the Dakota people (particularly the Sisseton and Wahpeton bands) who were forcibly exiled from the land in response to aggressive and persistent settler colonialist oppression. We make this acknowledgement to honor the Dakota people, ancestors and descendants; as well as the land itself.

Course Overview

Week 1 (9/1-3)

Introduction to Course and to Each Other
No Lab Session this week.

Week 2 (9/8-10) *Designing Outdoor Learning Experiences*
Gilbertson (Chapters 1-3, 7 – Due Wednesday 9/8)

Lab Session: Introduction to Curricular Planning

Ordway Retreat
Saturday 8:00-5:30

Week 3 (9/13-17) *Designing Outdoor Learning Experiences*
Gilbertson (Chapters 4, 8-10 – Due Wednesday 9/15)

Lab Session: Curriculum Planning for Kindergarteners

[Please bring course texts and DNR materials to all curricular planning lab sessions]

Week 4 (9/20-24) *The Peril and Promise of Experiential Learning*
Roberts (Chapters 1-2 – Due Monday 9/20)

Lab Session: Kindergarteners at Pine Bend Elementary

Week 5 (9/27-10/1) *Experiential Learning: The Sanctity of the Individual*
Roberts (Chapter 3 – Due Monday 9/27)

Lab Session: Curriculum Planning for 2nd/3rd Graders

Week 6 (10/4-8) *Experiential Learning: Social Dimensions*
Roberts (Chapter 4 – Due Monday 10/4)

Lab Session: 2nd/3rd Graders at Discovery Charter School

Week 7 (10/11-15) *Experiential Learning: Political Dimensions*
Roberts (Chapter 5 – due Monday 10/11)

Lab Session: Curriculum Planning for 4th graders

Reflective Journal Weeks 1-7 Due (10/20)

Week 8 (10/18-20) *Book Review Presentations!*
Book Reviews due Monday 10/18
Presentations in Class Wednesday 10/20

Fall Break 10/21-24

Week 9 (10/25-29) *Experiential Learning in a Neoliberal World*
Roberts (Chapter 6 – Due Monday 10/25)

Lab Session: Curricular Units Workshop I

- Week 10 (11/1-5)** ***Educating for Sustainability: Philosophy***
Nolet (Chapters 1-4 – Due Monday 11/1)

Lab Session: 4th graders at Capitol Hill
- Week 11 (11/8-12)** ***Educating for Sustainability: Pedagogy***
Nolet (Chapters 5-7 – Due Monday 11/8)

Lab Session: Curricular Units Workshop II
- Week 12 (11/15-19)** ***Educating for Sustainability: Systems Thinking***
Nolet (Chapters 8-10 – Due Monday 11/15)

Lab Session: Curricular Units Workshop III
Individual Conferences
- Week 13 (11/22)** ***Educating for Sustainability: Curricular Unit Preparation***

Thanksgiving Break 11/24-28
- Week 14 (11/29-12/3)** ***Educating for Sustainability: Curricular Unit Preparation***

Lab Session: [Dodge Nature Center](#)

Reflective Journal Weeks 8-14 Due (12/3)
- Week 15 (12/6-10)** ***Educating for Sustainability: Moving Forward***
Presentation of Curricular Units

Curricular Units Due (12/10)