

EDST 4113

Advanced Educational Studies: Informal and Outdoor Education

University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction

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Course Number & Title: EDST 4113 – Advanced Educational Studies

Required Text:

Louv. (2005). *Last Child in the Woods: Saving our Children from Nature-Deficit Disorder*. Chapel Hill, NC: Algonquin Books. (Any edition will do.)

Additional Resources Needed for the Course:

Project Learning Tree – all curriculum materials are available for free through a grant
Project WET (Water Education Today) - \$10 fee for curriculum materials

Additional Reading

Additional readings will be placed on our class website <http://www.uastem.com/edst4113/> throughout the semester.

Course Description

This course is designed to offer a variety of ideas and experiences concerning the non-public teaching, camp & recreation based education, and advocacy areas of educational studies. In-depth exploration of natural/outdoors education, informal education, and policy advocating in education will be covered. Methods and techniques in the preparation and delivery of teaching in nontraditional instructional settings will be developed.

Relationship to Knowledge Base

This course supports the Scholar-Practitioner model as a pedagogical knowledge and skills course. Candidates learn strategies to plan, present, and evaluate lessons.

Conceptual Framework

All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar Practitioners*. The scholar practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community.

Knowledgeable. Professional educators must possess general knowledge, content knowledge, pedagogical knowledge, and professional knowledge to be effective. They must know how to access, use and generate

knowledge. In order to be current, they must be inquiring and up to date on new knowledge in their content, pedagogy, and school systems.

Skillful. This includes the pedagogy required to be an effective teacher, administrator, or other school professional. Aspects of a skillful teacher are planning, implementing, and modeling best practices including best technology practices.

Supportive. Creating a caring learning environment for all students and communicating that the educator is there to support student learning is another vital aspect of our graduates. This includes being caring, supportive, and responsive to the diverse backgrounds our students bring to the classroom and school. The ability to communicate and collaborate with groups of colleagues and others who contribute to the student's education such as families and communities is also essential.

Professional. As scholars, candidates are expected to continue to inquire and seek to improve their practice. Candidates also participate in professional communities. This involves staying current with educational research and working with appropriate professional organizations to better the professions. The professional candidates demonstrates ethical behavior in all aspects of their multi-faceted career.

Course Objectives

Upon the completion of this course, students will be able to:

- i. Explain and demonstrate a variety of instructional methods, specifically across outdoor education and camp and recreation-based education methods;
- ii. Understand the role of advocacy in education, specifically through community action and political engagement and grant writing
- iii. Demonstrate a clear focus on their specialization areas in the educational studies program.

Attendance Policy

Attendance and active participation are essential for understanding the course content as well as engaging in the learning process with others. As a member of a learning community and a professional educator, it is expected that you demonstrate responsible attendance; arrive punctually for class; actively anticipate in class sessions; and schedule all appointments (medical, work, etc.) at times other than class times. Attendance will be recorded at the beginning of class; missing class (and therefore participation) will negatively affect your grade.

This class involves activities and group events during some classes. Due to their nature, these events **cannot be made up or rescheduled**. If you miss class on a day when such events occur – **you will not receive credit for this work**.

Since the class meets only once per week, **no more than 1 absence is permitted during the semester**. Any more than one absence will result in a loss of five points from your participation grade for each occurrence. Any unexcused absence from class will be counted as an absence unless a department of the University of Arkansas excuses it for official university business. If a student has three or more unexcused absences, he or she will receive a WF for the course. If you are more than 5 minutes late, you will be marked tardy, and will not receive full attendance/participation credit for the day. Three tardies will count as a full class absence.

In case of absence or late arrival, you are expected to notify me prior to class by email. If there are extenuating circumstances that impact your attendance, it is your responsibility to immediately contact me to discuss the situation.

Every assignment is important!

- Except for written tasks completed in class, articles, papers, and other assignments must be typed in APA format. Grammar, spelling, and academic tone and construction count for up to 30% of the grade. Poorly written work will not receive full credit.
- All course content will be provided on our class our class website <http://www.uastem.com/edst4113/> and all assignments will be submitted electronically through Blackboard.
- Assignments are due before class, unless otherwise noted. **Late work will not be accepted for full credit.**

Course Management Software

I will communicate with you through email and using our class website <http://www.uastem.com/edst4113/> to provide you with course materials, including course syllabus, handouts, PowerPoint slides, and assignments. All assignments will be submitted to Blackboard. Every student will receive a Blackboard login and password with which you can access this course. The Blackboard URL is <https://learn.uark.edu/>. You should access our course website and Blackboard regularly for the latest announcement and course activities.

Accommodations for Students with Disabilities

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access contact (479) 575-3104 or visit <http://cea.uark.edu> for more information on registration procedures.

Academic Integrity

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's "Academic Integrity Policy" which may be found at <http://provost.uark.edu> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

NOTE: Plagiarism and cheating in any form will not be tolerated. Any student found to have cheated or plagiarized the work of other students or published authors will be referred to the office of academic integrity for further action.

Inclement Weather Policy

In cases where the weather has caused hazardous driving conditions, the University may be closed and if such conditions prevail at 5:00 A.M., the closure will be for the day. Announcements of the University's closing are given to the University's radio station (KUAF, 91.3) and other local radio and TV stations for broadcast. Closing information is also available through the University's website, voicemail, or by dialing 479-575-7000. Since this course is being taught remotely, it is unlikely that the inclement policy will apply during the spring 2021 semester.

Emergency Response

- The Raz-Alert system
 - Sends text and phone alerts to students
 - Gives instructions to help keep you safe and tell you what to do in an emergency situation
- Tornado
 - Seek shelter indoors
 - Look for a place away from windows
 - Avoid large open areas if possible (auditoriums, gym, etc.)
- Active Shooter
 - Avoid – Deny – Defend
 - Watch the video here: <https://www.youtube.com/watch?v=aqpYzzasKs4>

Changes to the Syllabus

A syllabus is a tool to help you plan your time. Every effort is made to make the syllabus as complete as possible, but there may be occasions when changes are required, including changes in the grading components. The instructor will announce any deviations from this syllabus in class.

Professionalism

Students are required to maintain professional decorum during class. Tablets and laptops will only be permitted for a specific task. Unprofessional behavior during class will result in the student being dismissed from class for the remainder of the day. Cell phones should be switched to silent. Never answer a call or text in class.

When writing an email to the professor, please use standard letter formatting, i.e.,

Dear Professor, Sincerely, Student Name.

Grading Scale

A = 90% - 100%	Outstanding achievement
B = 80% - 89%	Good achievement
C = 70% - 79%	Average achievement
D = 60% - 69%	Poor but passing work
F = 59% or below	Failure, unsatisfactory work
XF	Failure, academic dishonesty
I	Incomplete course requirements

NOTE: Be aware that except in the case of clerical or mathematical error, grades are **never adjusted** after the semester is over.

Assignments:

Weekly Assignment (points will vary) - You will be required to participate in ongoing weekly and in-class readings and discussions, in/out of class activities, and other assignments.

Grant Writing Project (150 points) – As a group of 2 to 3 students, you will complete a grant proposal according to the requirements set forth by the grant organization. Students will share their grant proposal with the class in a PowerPoint presentation.

Interview (100 points) – During the semester, students will informally observe and interview a staff member in an informal learning environment. Students will independently schedule a formal interview with an instructor

or supervisor involved in educational opportunities. Additionally, students will and observe one learning engagement in the informal learning environment.

Project Learning Tree Unit Plan (100 points) – Individually or in pairs, students will develop an outline for a 10-day unit based on Project Learning activities. The unit will show a progression of learning, connect to appropriate state standards, and include suggestions for both formative and summative assessments.

Practical Teaching (100 points) - Students will plan and teach a 30 min informal or outdoor lesson that focuses on a specific big idea. The purpose of this lesson is to engage in non-classroom-based teaching. While part of the lesson may take place in a classroom, most of the lesson should be designed to be taught outdoors or in a non- traditional space. Individual reflections on the lesson planning process will also be required.

Field Trip Investigations and Reflections (50 points each) – Before and after each field trip (3-5 during the semester) you will investigate the field trip site and then reflect on the experience, its value for informal education, and how it might be used to support, enhance, or reinforce instruction.

Book Discussion/Reading Reflections (25 points each) – We will be reading and discussing sections of Richard Louv’s book, *Last Child in the Woods*, throughout the semester to gain a better understanding of the issues related to “nature deficit disorder” in children. For each section assigned, you will complete a reading reflection and part of the class will be devoted to discussion of the points of major significance from the reading.