

<b>Brock University</b> <b>Department of Recreation and Leisure Studies</b>
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RECL 4Q96 – Experiential Education in Recreation and Leisure Studies

Instructor: Matthew Thompson

Term: Winter 2021

Lecture (online, synchronous): Fridays 11am-2pm on MS Teams

Office Hours: Thursdays 1-2:30pm on MS Teams, or by appointment

Contact: [matthewinnisthompson@gmail.com](mailto:matthewinnisthompson@gmail.com)

**Course Description:** This course will explore the theory and practice of experiential education. We will begin by defining experiential learning and comparing it to traditional pedagogy. Then we will look at a number of applications of the theory of experiential learning in both online and face-to-face scenarios. By looking at case studies of experiential education programs from Underground Railroad reenactments to educational video games a wide range of possibilities in the field will be explored. The final assessment in the course will involve putting the theory of experiential learning into practice by creating short online experiential education activities for community organizations.

**Course Goals:** By the end of this course students will be able to:

- Articulate the benefits of experiential education
- Understand the four stages of the experiential learning cycle
- Craft lesson plans that utilize experiential education techniques
- Teach effective and engaging lessons!

**Required Readings:** Students **MUST** read the required texts before lecture in order to be successful in this course. Links to the assigned readings will be available in the weekly modules on Sakai.

**Technological Requirements:** This course will be made up of a combination of synchronous and asynchronous activities that will all take place online. In order to take this course, you will need regular access to a computer or similar device with an up-to-date operating system and stable internet connection. You can test your internet connection [here](#) (a minimum download speed of 5Mbps is strongly recommended).

**Assignments and Evaluation:**

Class Contribution: 20%

Small Group Experiential Activity (plan and reflection): 15% (sign-up schedule TBA)

Final Group Project Proposal: 15% (due March 5<sup>th</sup>)

Critical Case Study: 20% (due March 26<sup>th</sup>)

Final Group Project: 30% (due date TBA)

**Attendance and Class Contribution:** Attendance is mandatory in this course. Attending seminar is a prerequisite for passing the course, but merely attending the weekly seminar will not influence your “class contribution” mark. In order to receive a “class contribution” grade and get the most out of the course you must come to class having done the assigned readings and activities and be ready to share your thoughts about them. Please see the “class contribution” rubric below the weekly schedule.

**Email:** I will do my best to respond to emails within 24-48 hours. If you do not hear from me in more than three days, please follow up with me.

**Late Penalties and Extensions:** Check this syllabus to see the exact date and time that assignments are due. 2% will be deducted from the assignment grade for each day (including weekend days) it is late (with a maximum reduction of -10%). If you require an extension for medical or compassionate reasons, please get in touch with me before the deadline and I will consider your request.

(More important information below this weekly schedule!)

## Course Schedule:

### **Week One (January 15<sup>th</sup>): Introduction**

Watch: [Welcome Video](#) (on Sakai)

Read: This syllabus!

### **Week Two (January 22<sup>nd</sup>): What is Experiential Education?**

Read:

Robin Wall Kimmerer, “The Sound of Silverbells” and “Sitting in a Circle,” from *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* (2013): 216-22, 223-40.

### **Week Three (January 29<sup>th</sup>): Foundations of Experiential Learning Theory**

Read:

John Dewey, “Traditional vs. Progressive Education,” and “The Need of a Theory of Experience,” from *Experience and Education* (1938). Reprinted in *The Educational Forum* Vol. 50:3 (1986): 241-252.

Paulo Freire, “Chapter Two,” from *Pedagogy of the Oppressed* (1970): 71-86.

**Week Four (February 5<sup>th</sup>): The Experiential Learning Cycle**

Read:

David Kolb, "The Process of Experiential Learning," from *Experiential Learning: Experience as the Source of Learning and Development* 2<sup>nd</sup> edition (2015): 31-52; 61-64.

**Week Five (February 12<sup>th</sup>): The Experience of Online Education**

Read:

Rebecca Carver, King, R., Hannum, W., Fowler, B., "Toward a Model of Experiential E-Learning," *MERLOT Journal of Online Learning and Teaching* 3:3 (Sept. 2007): 247-256.

Justin Reich, Buttner, C. J., Coleman, D., Colwell, R., Faruqi, F., & Larke, L. R., "What's Lost, What's Left, What's Next: Lessons Learned From The Lived Experiences Of Teachers During The Pandemic," *MIT Teaching Systems Lab* (July 2020): 1-20.

**Reading Week (February 19<sup>th</sup>)**

No class

**Week Six (February 26<sup>th</sup>): Experiential Program Planning and Facilitation**

Read:

Brent Wolfe, "Facilitating Group Experiences," from *Leadership in Recreation and Leisure Services* (2015): 50-67.

Judith A. Johns, Moyer, M., Gasque, L., "Planning and Facilitating Debriefs of Experiential Learning Activities in Skills-Based Health Education," *Journal of Health Education Teaching* 8:1 (2017): 61-76.

**Week Seven (March 5<sup>th</sup>): Games and Simulations/Initiatives**

**\*\*Final Group Project Proposal Due @ 7pm\*\***

Read:

Donald C. Thatcher, "Promoting Learning Through Games and Simulations," *Simulation & Gaming* Vol. 21:3 (1990): 262-273.

Ian Bogost, "The Squalid Grace of *Flappy Bird*," from *How to Talk About Videogames* (2015): 1-9.

**Week Eight (March 12<sup>th</sup>): Case Study—Underground Railroad Reenactments**

Read:

Julian Lucas, “Can Slavery Reenactments Set Us Free?” *The New Yorker* (Feb. 10, 2020).

Cory Wright-Maley, “In Defense of Simulating Complex and Tragic Historical Episodes: A Measured Response to the Outcry Over a New England Slavery Simulation,” *Canadian Social Studies* Vol. 47:1 (2014): 18-25.

Listen:

“[Episode 2: The Economy That Slavery Built](#),” *1619*, A *New York Times* podcast (Aug. 30, 2019)

**Week Nine (March 19<sup>th</sup>): Learning Outside**

Read:

Richard Louv, “Climbing the Tree of Health” and “Natural School Reform,” in *Last Child in the Woods* (2005): 39-54, 203-226.

Watch:

[Leave No Trace](#) (Debra Granik, US, 2018)

**Week Ten (March 26<sup>th</sup>): The Trouble with Wilderness**

**\*\*Critical Case Study due @ 7pm\*\***

Read:

William Cronon, “The Trouble with Wilderness: or, Getting Back to the Wrong Nature,” *Environmental History* Vol. 1:1 (Jan. 1996): 7-28.

Watch:

“[Accidental Wilderness: The Leslie Street Spit](#)” *The Nature of Things* (S:59 E:14)

**Week Eleven (April 2<sup>nd</sup>): Social Justice in Experiential Education**

Read:

Mary Breunig, “Beings Who are Becoming: Enhancing Social Justice Literacy,” *Journal of Experiential Education* Vol. 42:1 (2019): 7-21.

## **Week Twelve (April 9<sup>th</sup>): Reflections and Projections**

### **Read:**

Robin Wall Kimmerer, “Allegiance to Gratitude,” from *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants* (2013): 105-117.

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## **Academic Policies**

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### **Academic Integrity:**

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one’s own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, “Academic Misconduct”, in the “Academic Regulations and University Policies” entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties. Information on what constitutes academic integrity is available at <https://brocku.ca/academic-integrity/>

### **Intellectual Property Notice:**

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor’s work, without the instructor’s express consent, may be charged with misconduct under Brock’s Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

### **Special Accommodation:**

The University is committed to fostering an inclusive and supportive environment for all students and will adhere to the Human Rights principles that ensure respect for dignity, individualized accommodation, inclusion and full participation. The University provides a wide range of resources to assist students, as follows:

- a) If you require academic accommodation because of a disability or an ongoing health or mental health condition, please contact Student Accessibility Services at [askSAS@brocku.ca](mailto:askSAS@brocku.ca) or 905 688 5550 ext. 3240.
  
- b) If you require academic accommodation because of an incapacitating medical condition, you must, as soon as practicable, inform your instructor(s) of your inability to complete your academic work. You must also submit a Brock University Student Medical Certificate (found at <https://brocku.ca/registrar/toolkit/forms>). The University may, at its discretion, request more detailed documentation in certain cases. If you are unable to write a scheduled examination due to an incapacitating medical condition, you must follow the process set out in the [Faculty Handbook III:9.4.1.](#)

- c) If you are experiencing mental health concerns, contact the Student Wellness and Accessibility Centre. *Good2Talk* is a service specifically for post-secondary students, available 24/7, 365 days a year, and provides anonymous assistance: <http://www.good2talk.ca/> or call **1-866-925-5454**. For information on wellness, coping and resiliency, visit: <http://brockmentalhealth.ca/mental-well-being/>.
- d) If you require academic accommodation on religious grounds, you should make a formal, written request to your instructor(s) for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term, or as soon as possible after a need for accommodation is known to exist.
- e) If you have been affected by sexual violence, the Human Rights & Equity Office offers support, information, reasonable accommodations, and resources through the Sexual Violence Support & Education Coordinator. For information on sexual violence, visit [Brock's Sexual Assault and Harassment Policy](#) or contact the Sexual Violence Support & Response Coordinator at [humanrights@brocku.ca](mailto:humanrights@brocku.ca) or 905 688 5550 ext. 4387.
- f) If you feel you have experienced discrimination or harassment on any of the above grounds, including racial, gender or other forms of discrimination, contact the Human Rights and Equity Office at [humanrights@brocku.ca](mailto:humanrights@brocku.ca).

**Class Contribution Rubric:**

<b>Criterion</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Degree to which student integrates course material into classroom participation</b>	Often cites from the readings; uses readings to support points; often articulates “fit” of readings with topic at hand	Occasionally cites from the readings; sometimes uses readings to support points; occasionally articulates “fit” of readings with topic at hand	Rarely able to cite from readings; rarely uses readings to support points; rarely articulates “fit” of readings with topic at hand	Unable to cite from the readings; cannot use readings to support points; cannot articulate “fit” of readings with topic at hand
<b>Interaction/participation in classroom discussions</b>	Always a willing participant; responds frequently to questions; routinely volunteers point of view	Often a willing participant; responds occasionally to questions; occasionally volunteers point of view	Rarely a willing participant; rarely able to respond to questions; rarely volunteers point of view	Never a willing participant; never able to respond to questions; never volunteers point of view
<b>Interaction/participation in classroom learning activities including adequate feedback on peer-review assignment</b>	Always a willing participant; acts appropriately during all activities; responds frequently to questions; routinely volunteers point of view; excellent feedback	Often a willing participant; acts appropriately during activities; responds occasionally to questions; occasionally volunteers point of view; adequate feedback	Rarely a willing participant; occasionally acts inappropriately during activities; rarely able to respond to questions; rarely volunteers point of view; feedback needs work	Never a willing participant; often acts inappropriately during activities; never able to respond to questions; never volunteers point of view; little or no feedback
<b>Demonstration of professional attitude and demeanor</b>	Always demonstrates commitment through preparation; always arrives on time; often solicits others’ perspectives	Rarely unprepared; rarely arrives late; occasionally solicits others’ perspectives	Often unprepared; occasionally arrives late; rarely solicits others’ perspectives	Rarely prepared; often arrives late; never solicits others’ perspectives