

	CAPILANO UNIVERSITY		
	COURSE OUTLINE		
	Course Title	Curriculum: Outdoor Environments	
		Credits	3.0
Course Number	EDUC 383	Instructor	
Term	Fall 2015	Office	
Phone		Local	

Course Format: 4 lecture hours per week or mixed mode

COURSE PREREQUISITE: 30 credits of 100 level or higher coursework and English 100 as a pre or corequisite

Course Description

This course explores the notion of outdoor education and nature-based education in an early childhood context. The major emphasis will be on how children and educators can develop an ecological identity by engaging in outdoor spaces/curriculum.

Student Learning Outcomes:

Students who successfully complete this course should be able to:

1. Develop an understanding of the notion of an ecological identity in the anthropocene
2. Engage in curriculum practices in early learning spaces that reflect a biophilia and somatic understanding of the world.
3. Provide nature-based curriculum experiences with young children
4. Apply knowledge of current theories, perspectives, and methods to select and prepare children's activities/experiences/explorations in an outdoor environment
5. Understand the risks inherent in outdoor play and how to mediate those risks
6. Describe and discuss how play in outdoor environments can foster children's creativity, learning, and development

Course Reading Package will consist of a variety of readings from the following list:

B.C. Government. *Child care licensing regulations*.

Bowdridge, M. & Blenkinsop, S. (2011). Michel Foucault goes outside: Discipline and control in the practice of outdoor education. *Journal of Experiential Education*, 34(2), 149-163.

Carson, R. (1956). *The sense of wonder*. NY: Harper & Row Publishers

Chawla, L. (2006). Learning to love the natural world enough to protect it. *Barn* (2) 57-78

Chawla, L. (2012). The importance of access to nature for young children. *Early Childhood Matters* (118) 48-51

Derr, V. & Lance, K. (2012). Biophilic Boulder: Children's environments that foster connections to nature. *Children, Youth and Environments*. 22(2) 112-143.

Elliot, E. (2011). Young children and educators engagement and learning outdoors: A basis for rights-based programming. *Early Education and Development*. 22(5) 757-777

Finch, K. (2009). *Design principles or nature play spaces in nature centers and other natural areas*. Omaha, NE: Green Hearts Institute for Nature in Childhood.

Goleman, D., Bennett, L., & Barlow, Z. (2012). *Eco literate: How educators are cultivating emotional, social, and ecological intelligence*. San Francisco, CA: Jossey-Bass

Holland, C. (2012). *I love my world: The playful, hands-on, nature connection guidebook*. Otterton, England: Wholeland Press.

Kuo, F. E. (2010). *Parks and other green environments: Essential componenets of a healthy human habitat. Executive Summary*. Ashburn, VA: National Recreation and Park Association.

Louv, R. (2008). *Last child in the woods: Saving our children from nature-deficit disorder*. Chapel Hill, NC: Algonquin Books of Chapel Hill.

Meier, D. & Sisk-Hilton, S. (Eds.). (2013). *Nature education with young children: Integrating inquiry and practice*. NY: Routledge.

Nabhan, G. & Trimble, S. (1994). *The geography of childhood: Why children need wild places*. Boston: Beacon Press

Pelo, A. (2009). A pedagogy for ecology. *Rethinking Schools* 23(4) 30-35.

Pelo, A. (2013). *The goodness of rain: Developing an ecological identity in young children*. Redmond, WA: Exchange Press.

Phenice, L. & Griffore, R. (2003). Young children and the natural world. *Contemporary Issues in Early Childhood* 4(2) 167-71.

- Ridgers, N., Knowles, Z., & Sayers, J. (2012). Encouraging play in the natural environment: A child-focused case study of forest school. *Children's Geographies*, 10(1), 49-65
- Rivkin, M. (2014). *The great outdoors: Advocating for natural spaces for young children*. Washington: NAEYC
- Sobel, D. (2012). Look, don't touch: The problem with environmental education. *Orion* 31(4) 64-71.
- Sobel, D. (1996). *Beyond ecophobia: Reclaiming the heart in nature education*. Great Barrington, MA: Orion Society
- Tallmadge, J. (2011). Linked through story: Natural science, nature writing, and traditional ecological knowledge. *Journal of Natural History Education and Experience* 5 49-57.
- Tovey, H. (2007). *Playing outdoors: Spaces and places, risk and challenge*. Berkshire, England: Open University Press.
- Wattchow, B. & Brown, M. (2011). *The pedagogy of place: Outdoor education for a changing world*. Victoria, Australia: Monash University Publishing

Course Content:

Biophilia and somatic understanding – how does the body react to nature?
Creating authentic learning experiences outdoors
Engagement with nature and it's effect on child development
Licensing, risk, hazards, risk assessments and safety
Practical knowledge: knots, shelters, tools, fire
Affordances of various natural materials and spaces
Supporting children and educators in developing an ecological identity
Taking the curriculum outdoors through play: language and literacy, numeracy, science

EVALUATION PROFILE

Research paper	35%
Inquiry project	30%
Reflective journal	35%
TOTAL	100%

GRADING PROFILE:

A+ = 90 - 100	B+ = 77 - 79	C+ = 67 - 69	D = 50 - 59
A = 85 - 89	B = 73 - 76	C = 63 - 66	F = 49 and below
A- = 80 - 84	B- = 70 - 72	C- = 60 - 62	

See Attached. Please note it is strongly recommended that students make a copy of all assignments in the event than an assignment is misplaced.

ASSIGNMENTS:

OPERATIONAL DETAILS

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website

Attendance: Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry. In the event of an absence from class, the student will inform the course instructor.

A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.

Punctuality: Punctuality is essential in both classroom courses and practica given the professional nature of this program.

A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded. Program probation may be a result of the review.

Academic Responsibility: Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the responsibility to contact a peer and obtain the notes, handouts and work for future classes.

All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met

Missed Assignments, Presentations, In-class Projects, Exams, and Quizzes Students will be allowed to make up assignments, presentations, in-class projects, exams, and quizzes under the following conditions:
If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided.

Late Assignments:	<p>All assignments are due at the beginning of the class on the due date. Late assignments will be accepted only under the following conditions: If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate is provided. Without required documentation all other late assignments will not be graded, although all assignments must be submitted in order to receive a passing grade in the course.</p>
Extenuating circumstances:	<p>Submissions in writing will be reviewed by the Department. Based on the review, faculty may agree alternative arrangements with the following condition:</p> <ul style="list-style-type: none"> • Loss of 5 % per day
Cheating & Plagiarism:	<p>Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.</p> <p>Plagiarism is the presentation of another person's or source's words and/or ideas as if they were one's own. It ranges from an entire assignment which is not the student's own work to specific passages within an assignment taken from a source without appropriate acknowledgement.</p> <p>Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences</p> <p>The instructor has the right to assign a grade of "0" on the examination or assignment, or, at the instructor's discretion, a letter grade "F" on the course.</p> <p>Second incidents of cheating or plagiarism, or first incidents deemed by a department/instructor to be particularly serious, will be dealt with according to the University policy available on the University website.</p>
Incomplete Grades:	<p>"I" Grades will be given only when prior arrangement has been made in writing between the instructor and the student specifying the exact nature of the work to be done and the date it is to be received.</p>
English Usage:	<p>All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is "C."</p>
Writing Style:	<p>All assignments will adhere to APA stylistic guide for avoiding bias in language use and a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is "C."</p>
Professionalism:	<p>All ECCE students are expected to maintain the program's standards of academic achievement and professional behaviour. In practicum centres and in the classroom, students will adhere to ECEBC's Code of Ethics at all times.</p>