EXPERIENTIAL EDUCATION ONLINE

Strategies for Practitioners
What are your beliefs about online teaching and learning?
My average class size is 115.
WHAT DO WE KNOW ABOUT ONLINE EDUCATION?

• Majority of Research shows no significant difference in student learning in traditional vs. online courses (Swan, K. 2003)

• According to a 2015 report from the International Association for K-12 Online Learning, more than 1.3 million students were enrolled in distance education courses at the high school level in 29 states.

• In 2016 31.6% of all college students took at least one online course, up 5.6% since 2014-15 (Babson Survey Research Group, 2018)
FACTORS LEADING TO HIGH SATISFACTION

• Quantity and quality of interactions with the instructor and classmates
• Prompt and constructive instructor feedback
• Clear course expectations
• Clear assignment instructions
STUDENT CENTERED LEARNING

Instructional approaches are becoming more learner-centered - Fewer tests, more problems to solve (Allen and Seaman, 2011)
PLACE BASED LEARNING

Place-based learning immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study.
PLACE BASED LEARNING IN PRACTICE

Identify Community Resources
  • Public Lands & Management
  • Program Providers
  • Equipment Retailers

Microadventures
Place mapping
ONLINE TO FIELD TRANSGITIONS
Community of Inquiry Theoretical Framework (Garrison, Anderson & Archer, 2001) is a process which includes three interdependent elements:

- Social
- Cognitive
- Teaching
“The ability of participants to identify with the community, communicate purposefully in a trusting environment, and develop interpersonal relationships by way of projecting their individual personalities.”
TEACHING PRESENCE

Teaching Presence is the “design, facilitation, and direction of cognitive and social processes for the purpose or realizing personally meaningful and educationally worthwhile learning outcomes.”
COGNITIVE PRESENCE

Cognitive Presence is “the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse.”
COURSE ORGANIZATION

Course Modules

- Module 3: Rhythm Charts
- Module 4: Cumulative Assignment

Assignments:
- Mid Term Questions
- Online Learning Survey
- Module 3 Land Management in the US
  - Module 3 Land Management
  - Module 3 Rhythm Chart
- Module 4 Professional Ethics in Outdoor Leadership
  - Module 4 Rhythm Chart
  - Discussion Board #5 Self-awareness and Diversity
  - Discussion Board #6 Env. Ethics as Professional Ethics
  - Cumulative Assignment
  - Assignment Options
COURSE ASSESSMENTS

- Diagnostic
- Formative
- Summative
Students should use YouTube or other internet video service to find a video they enjoy about cross country skiing. These can be informative, funny, or some combination of the two. Write a short discussion about what you enjoyed about the video. This discussion may reveal your fears and excitement or the skills related to cross country skiing. What looks the most rewarding? Challenging? Use this assignment to explore the sport!

Discussion Post Assignment: Write an opinion of one of the above questions backed up by examples from the documentary. You may use external sources as long as they are cited. Posts should be approximately 150 words.

Discussion Responses: Each student is required to respond to at least one Discussion Post. Posts should be approximately 50 words. They can agree or disagree with the post, or provide additional perspective by using opinions supported by the documentary or external sources as long as they are cited.
Whitewater Safety

Safety in the whitewater river environment is priority #1. As raft guides, we need to be able to communicate safety issues to the people in our raft. For this discussion board students will need to read:

- The AW Whitewater Safety Code [https://www.americanwhitewater.org/content/Wiki/safety:start](https://www.americanwhitewater.org/content/Wiki/safety:start)

Students will make their own instructional safety videos based the readings. These videos should:

- Be less than 10 minutes – aim for 5-7 minutes
- Aimed at covering the safety concerns for inexperienced paddlers for a day on the river
- Be accompanied by a post of at least 200 words with rationalization for why you chose the specific concerns for your video

Distilling the information from the readings and communicating in a concise way is the exercise here. Students should consider writing a script to organize their thoughts and communication points.

Videos should be uploaded to Youtube or other web based video site and a web link posted in the provided discussion board thread. Students are encouraged to be creative in the delivery of the assignment.

Video Critique – Students will respond with a critique of 150 words to at least one video in the discussion board. A rubric will be provided for guidance to your response BUT DOES NOT COUNT AS THE RESPONSE. Your response is a narrative attached to the discussion board. Every video gets one critique.
The concept of the microadventure was coined by British Adventurer Alastair Humphries in the early 2000s and is defined as an adventure that is small and achievable, for normal people with real lives. With a focus on human powered travel and deemphasis on specialized gear, microadventures are for busy people with busy lives and may only have a few hours to go on an adventure.

Micro adventures can take many shapes and sizes from camping in your backyard, to short duration multi-sport adventures. My favorite Moscow-based microadventure was to get home from work around 5 pm, load up my bicycle, and head out to a piece of state land on Moscow Mountain and spend the night with a few friends. We usually didn’t ride together, we just met at the spot. We’d wake up, brew coffee, enjoy the sunrise and head down the mountain, at work by 8:30 am.

Your microadventure will need to be based on your competencies, location, comfort level, and local restrictions. I encourage you to include a few friends, as long as you follow safe social distancing practices If you are not comfortable with the framework of this assignment you can complete Option #2 and write a research paper. If you select to go on a microadventure please do the following:

- Watch “Microadventure” here: https://alastairhumphreys.com/microadventures-3/
- Review other links on the page, especially “Finding a Locations for a Microadventure”, “A Kit List for Microadventure”, “Microadventure Videos”, and “Microadventure Ideas”. If you are going to complete a video check out “Filming a Microadventure”.
- There are a lot of good ideas on the internet. Google “microadventure” and you will get a ton of information.

Assignment: Create a report OR video containing the following:

1. What outdoor leadership competencies, qualities, and theories described in Outdoor Leadership: Theory and Practice were practiced during the program? (30 points)

2. A decision-making analysis identifying one major and two minor decisions that were made during your adventure and how they fit into one or more of the decision-making models described in Outdoor Leadership: Theory and Practice. Evaluate decisions based on models presented. (30 points)

3. If the program takes place on public land, what land management agency is responsible for the site? Are there and non-profit or non-governmental agencies which support or help manage the land? (5 points)

4. What precautions did you put in place to protect the environment? (10 points)
CHALLENGE: STUDENT MOTIVATION

Online learning requires excellent time management skills and self discipline
ADVANTAGE: FLEXIBILITY

Allows students to work and live according to their particular situation

Students can work in the profession while getting an education
CHALLENGE: ACCESS TO RESOURCES

Not all students have access to technology or are comfortable reaching out to instructors.
ADVANTAGE: TAILORED TO LEARNER

• Introverts rejoice!

• Students can investigate areas of the subject that are of particular interest to them

• Time constraints are largely removed
THE INSTRUCTOR PERSPECTIVE

• Timesucks: Design, Discussion boards, Creating content
• Flexibility in hours, location
• Computer time
• Uncertainty over assignments, student engagement
• BE AVAILABLE, be honest
• Judgement, applied leadership issues
• INCREASED field time
As a learner or teacher, what is your biggest take-away or question from this presentation?
REFERENCES


https://www.purdueglobal.edu/blog/online-learning/online-learning-self-motivation/

https://pdfs.semanticscholar.org/60c6/38e86fd90695288e9ea6d5f80bba0ce37014.pdf