Association for Experiential Education
Symposium on Experiential Education in the Digital Age

Boston, Massachusetts – May 2-3, 2015
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About the Association for Experiential Education

The Association for Experiential Education (AEE) is a non-profit, international, professional organization whose mission is to develop and promote experiential education. AEE was formed in the early 1970s and has now close to 1,500 members in 32 countries worldwide.

Our diverse membership consists of individuals and organizations with affiliations in education, recreation, outdoor and adventure programming, the environment, mental health, youth development, programming for people with disabilities, service learning, and organizational development. AEE is committed to supporting professional development, theoretical advancement, and evaluation of experiential education worldwide. Our intent is to contribute to making a more just and compassionate world by transforming education.

Membership benefits include discounts on conferences, books, and other AEE products, pro deals on outdoor equipment, newsletters, the Journal of Experiential Education, and much more!
About the Co-Sponsors

Boston University Questrom School of Business

The mission of the Boston University Questrom School of Business is to prepare ethical and innovative leaders who create value for their organizations, their communities, and the world.

Founded in 1913, the School is a leader in innovative management education. One hundred years later, more than 2,300 undergraduates and 1,200 master’s and doctoral candidates constitute our diverse student body. The School places special research and teaching emphasis on rapidly growing sectors of the world economy: digital technology, social enterprise and innovation, and health and life sciences.

The Center for Team Learning, established in 1996 with a grant from the General Electric Fund, provides support to Boston University Questrom School of Business student and faculty teams engaged in innovative Team Learning courses. The Center works with faculty to integrate effective team learning into the curriculum, works with student teams who are facing team challenges, and supports outcomes research and materials development related to team learning.

Thompson Island Outward Bound Education Center

Established in 1988, Thompson Island Outward Bound Education Center is an independent Massachusetts not-for-profit organization whose mission is to provide adventurous and challenging experiential learning programs that inspire character development, compassion, community service, environmental responsibility, and academic achievement. We serve over 6,500 early adolescents annually from all economic and social communities of greater metropolitan Boston, and the institutions and adults who support them.

In partnership with Boston Public Schools and the National Park Service, our programs utilize the natural resources of Thompson Island to ignite a love of learning, inspire curiosity, and build teamwork in students of all ages. From hands-on field experiences for urban youth to summer wilderness expeditions and professional team building programs, we change lives through challenge and discovery. And while our private events and custom programs deliver the magic of Thompson Island, they also make a positive impact with all proceeds going to support our youth programming initiatives.
Conference Schedule

Saturday, May 2, 2015

8:30 am – 9:00 am  Registration in the Atrium of Questrom School of Business
9:00 am – 9:50 am  Welcome and Keynote Address – Room 208
10:00 am – 10:50 am  Workshop Session #1
11:00 am – 11:50 am  Workshop Session #2
12:00 pm – 1:15 pm  Lunch – On your own.
1:15 pm – 4:00 pm  Workshop Session #3
4:00 pm – 5:00 pm  Depart Boston University for Outward Bound Ferry Dock
5:00 pm  Outward Bound Ferry Departs
6:30 pm – 7:30 pm  Dinner on Thompson Island
7:30 pm – 9:00 pm  Open Forum Discussion
9:00 pm - ??  Beach Bonfire

Sunday, May 3, 2015

8:00 am – 9:00 am  Breakfast
9:00 am – 10:20 am  Workshop Session #4
10:30 am – 11:50 am  Workshop Session #5
12:00 pm – 1:00 pm  Lunch and Closing Debrief
1:30 pm  Outward Bound Ferry Departs
Keynote Speaker – Dr. Jack McCarthy

Leadership at the Edge: Leading and Learning in Our Turbulent World

The global landscape in all organizations and institutions today is defined by hyper-competition, interconnectedness, complexity and change. The challenge of developing leaders who can be nimble and adaptive to perform effectively in this turbulent environment is enormous, as people are being pushed beyond the edge of their capabilities. The key is to develop leaders who are reflective, seek out challenging situations and actively learn from experience. This dynamic and interactive session will define the critical drivers of change today, examine the core competencies leaders need, and share some practical leadership development lessons for strengthening the current and future leadership pipeline in our complex and volatile digital age.

Dr. John F. (Jack) McCarthy
Associate Professor of Organizational Behavior
Director of the Executive Development Roundtable
Boston University Questrom School of Business

Dr. Jack McCarthy is an Associate Professor of Organizational Behavior at the Questrom School of Business at Boston University, where he also serves as the Director of the Executive Development Roundtable, a major consortium and research center on leadership. He also designs and leads a year-long seminar series on leadership for the Hubert H. Humphrey Fellowship Program at Boston University, comprised of exceptional mid-career professionals from developing nations studying in the US. In addition, he is the faculty director for the university’s core undergraduate Organizational Behavior course, where he and colleagues have received major grant funding from the university to help Redesign the Undergraduate Learning Experience in recognition of their ongoing innovations in teaching and learning. With research interests in leadership, creativity, organizational change, and global sustainability, his work has been published in leading journals and he is a frequent speaker and consultant in the US and abroad on
leadership and leading positive change. An innovative and dynamic teacher in the undergraduate, MBA, international and executive programs, he was awarded the 2012 Broderick Prize for Excellence in Teaching at the Boston University Questrom School of Business, the school’s highest honor for teaching. Having taught for four summers in residence in China, he received the 2009 and 2014 Faculty of the Year Awards from the International MBA cohort at Boston University. He was previously an Assistant Professor at the University of New Hampshire, where he launched and led the undergraduate business program at the university’s urban campus in Manchester, NH and was the recipient of the college-wide 2005 Teaching Excellence Award. In 2014 he participated in a faculty study tour on innovation in Israel and served as a visiting scholar at Dublin City University in Ireland as well as at the Center for Creative Leadership in Ethiopia, Africa, where he studied and practiced global leadership development.

With over fifteen years of industry experience in corporate finance as a financial analyst, manager, and senior executive in operating divisions of Raytheon, Schlumberger and W.R. Grace prior to his career transition into academia, he draws heavily upon his real-world management and leadership experience in his teaching, research and consulting. He is a member of the Boston University Provost’s Arts Council and serves on the School of Theatre’s Academic Outreach Committee to support and encourage creativity, innovation and the arts in management education and leadership development. Dr. McCarthy holds a BA in Economics from the University of Massachusetts at Amherst, an MBA from Babson College, and a DBA from the Questrom School of Business at Boston University. A native Bostonian, and an alumnus of the Boston Latin School, he is an avid Boston sports fan and still plays competitive ice hockey, although at an increasingly less competitive pace.
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<td>The Other End of a Skype Call: Bridging Online Learning and Travel Experiences - Seth Leighton</td>
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<td>J.R.R. Tolkien on Adventure Experience, Fantasy Gaming, and Education - James Fish</td>
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<td>How Technology can Solve Problems of Access in Outdoor Education - Brent Bell and Randy Pierce</td>
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<td>An Agile, Collaborative Industry-Higher Education Approach for Pre-hiring Skills Development within Traditional Higher Education - Benjamin Cavallari</td>
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<td>PBL + EdTech+ NextGen Learning - Laura Thomas</td>
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<td>Wilderness to Virtual - Expanding your Reach and the Evolution of Place Based Experiences - Matt Morin</td>
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<td>Secret Agent Initiative - Hutch Hutchinson</td>
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Workshop Descriptions

Saturday, May 2, 2015
10:00am – 10:50am – Session I

**Bringing Internships into the Digital Age – Room 211 – Calin Ahern**

Despite technological advances over the last century, there remains no substitute for the tangible and intangible benefits of real world experience. But what if technology were an enabler, not an impediment, to gaining workplace-relevant skills? In a virtual world, is there a difference? In this interactive session, participants will see what a digital internship looks like. They will then play the role of student, instructor, and/or employer to decide for themselves whether digital internships can truly replicate or complement traditional internship experiences.

**Calin Ahern** is the Business Development Lead for Coursolve. Calin works with colleges and universities across the country to enable them to create stronger partnerships with their alumni and corporations and support the career development of their students.

**Websites, Self-Correcting Homework, and Video Lectures; It’s Easier than you Think! – Room 220 – Joey Stafford-Abbott:** Come check out a variety of simple and powerful digital tools that help solve persistent pedagogical problems.

**Joey Stafford-Abbott** teaches college physical education in Montreal, Quebec, Canada. He got his bachelors in physical education from McGill and his Master’s of Education from the University of Ottawa. He uses a variety of digital tools to in and out of the classroom.

**Integrating Technology Assessment into Wilderness Leadership Education – Room 222 – Jamie Hannon and Christian Bisson:** Plymouth State University’s Adventure Education program integrates an assessment of traditional, current and emerging technologies into its Wilderness Expedition course. Over two months, including 22 days in the backcountry, students experience a range of technologies and reflect on their impact on student outcomes. Through this structured process they end up professionally prepared to assess, select and utilize appropriate choices from the widest possible range of technologies, from traditional to emerging. This workshop introduces this program and its strategies, explores the various technologies that it utilizes, and features video interviews with students who have completed the course.

**Christian Bisson** (Ed.D.) teaches Adventure Education at Plymouth State University. He has worked in academia for 18 years and instructed in the outdoors for the past 28 years. His primary research foci are outdoor pedagogy and teacher training.

**Jamie Hannon** (Ed.D.) is an Assistant Professor of Adventure Education at Plymouth State University where he teaches a range of theory and practice courses. He has been leading outdoor experiential programming since 1981. He lives with his family in the Baker River valley of NH.
From Experiential to Entrepreneurial – Room 224 – Linda Aronson: This workshop is a co-creation to explore the hot topic of entrepreneurialism and how it relates to experiential education. Participants will examine the merging of experiential education with entrepreneurialism within the digital age. Could entrepreneurialism drive the relevance of and need for experiential education and vice versa? Inspiring case studies of successful millennial entrepreneurs will be presented. Participants will co-create ways to link experiential education to entrepreneurialism for themselves, their clients, and students.

Linda Aronson (M.Ed.) is an educator and advocate for experiential, humane, and relevant education. She is the author of Unleashed To Learn (2013) and has led workshops at numerous professional conferences. Participants describe her “very knowledgeable; great energy; and inspiring.”

Engagement in the Digital Age – Room 228 – Andrew Potter: Drawing on recent research from the fields of pedagogy, neuroscience, and cognitive psychology, attendees will identify proven strategies to increase student engagement and drive learning for a generation of students raised in the digital age. Attendees will identify key technological advances that are not only disrupting the education landscape, but also provide meaningful platforms to provide both a “high tech” and a “high touch” learning experience for students.

Andrew Potter is the Chief Academic Officer at Envision, one of the nation’s leading experiential education organizations. He directs the development of faculty, curriculum, methods, and pedagogy that provide inquiry based learning experiences for over 25,000 students in grades four through post-secondary each year.

11:00am – 11:50am – Session II

The Other End of a Skype Call: Bridging Online Learning and Travel Experiences – Room 211 – Seth Leighton: The advent of the digital age has created new possibilities for learning that can complement experiences outside of the classroom. This workshop focuses on the use of online courses as preparation for international travel experiences, drawing on theoretical perspectives from experiential learning and intercultural competency. Attendees will engage in structured protocols to examine how we truly learn about the world today and how the immediacy of communications can threaten the boundaries for reflective learning spaces. We end by discussing how online learning can serve as a valuable addition to (but not replacement for) the experiential educator’s toolkit.

Seth Leighton is the Executive Director of Envoys. Drawing on experience with the US State Department in Africa and UNESCO in Asia, Seth currently works with innovative schools to expand the boundaries of possibility for global education programming.
J.R.R. Tolkien on Adventure Experience, Fantasy Gaming, and Education – Room 220 – James Fish: J.R.R. Tolkien invites his readers to experience an adventure, to journey into the perilous land Faërie, and, through the adventure, discover a secondary world where “what might be” can be explored and then incarnated in the real, primary world. The literary adventures of Hobbits and the One Ring launched the contemporary fantasy literature genre, greatly influenced environmental education, and inspired adventure board and computer gaming as well as role playing and re-enactment communities. This workshop will explore how adventure experience and stories interact and how they facilitate learning in outdoor education and video gaming situated learning communities.

James Fish of the University of Missouri-St. Louis started his experiential and environmental education career with Tolkien in his pack. He’s designed fantasy adventure camps and wondered about adventure, adventure story, and character development. A guide, interpretive naturalist, ropes course facilitator, and environmental educator he uses storytelling to encourage narrative self-development.

How Technology Can Solve Problems of Access in Outdoor Education – Room 222 – Brent Bell and Randy Pierce: A benefit of technology is the increase of access to activities. iPhones, insulin pumps, translators, bi-skis, inhalers, guide dogs, all are technologies that can increase access for participants and leaders. This workshop is led by two educators who can access the outdoors because of such technology. The focus of the workshop is how problems of access have been solved in outdoor education programs.

Brent Bell, Master of Time, Space & Dimension at the University of New Hampshire is the winner of “The Most Humble Outdoor Educator” Award (runner-up twice). Brent attempts to be funny. Occasionally others agree. Brent attempts to be funny at the University of New Hampshire where he is a faculty member seriously studying student transition to college.

Randy Pierce is the founder of 2020 Vision Quest, a non-profit offering support/education to people with visual impairments. Randy and his guide dog Quinn hiked all 48 of NH’s 4,000 peaks (twice). Randy is an engineer who uses tech to solve problems of access in hiking, skiing, running, biking.

Learning How to Learn through Projects using Technology: What we Did – Room 224 – Chris Unger, Kimberly Nolan, and Bill Fischelis: This September (’14) we opened a new high school on the campus of Northeastern University for a unique population of students already pursuing their passion – the ballet. The three educators opening the school all wanted to put learning in the hands of our students, cultivating a student-centered, student-directed pedagogy that would engage the intellect, interests, and curiosity of our students. To start the year, we knew we needed to help our students “unlearn” what they thought about learning and we used various technologies to do so. This is our story.
**Chris Unger** (Ed.D.) is Faculty and a Senior Fellow in the EdD program at the College of Professional Studies at Northeastern University and co-leads the design and development of an innovative high school at the university working with a unique population of students pursuing their passion.

**Kimberly Nolan** (Ed.D.) is Faculty and a Senior Fellow in the EdD program at the College of Professional Studies at Northeastern University and co-leads the design and development of an innovative high school at the university working with a unique population of students pursuing their passion.

**Bill Fischelis** of the College of Professional Studies at Northeastern University is the Director of Curriculum and Learning at the NU Vision School, co-leading the design and development of this innovative high school at the university working with a unique population of students pursuing their passion.

**It’s About Time: Visualizing the Past in a Hands-on History Classroom – Room 228 – Andy Mink:** How do you SHOW change over time and place? Technology is only relevant to a classroom if it allows teachers to meet goals that would be impossible without the tools. Best practice history instruction uses an experiential focus to explore key concepts like causation, simultaneity, first person narratives, memory and commemoration, and place-based perspective. This hands-on session will showcase innovative new technologies like geospatial tools, embedded timelines, augmented reality, and 3D laser scanning models that visualize data. Sample content will feature World War I, Transatlantic Encounters, and Civil Rights. Participants will receive examples of instructional kits and assessments.

**Andy Mink** is the Founding President of Mink’ED, a consultant firm based on design, implementation, and evaluation of experiential project-based work with schools, public organizations, and communities with a focus on innovative technology. He previously worked in leadership positions at the University of Virginia and University of North Carolina – Chapel Hill. However, all of his projects, near and far, are influenced primarily by the lessons he learned and experiences he shared as an eighth grade teacher.

**1:15pm – 4:00pm – Session III**

**The Raw Technology Diet – Room 211 – Nathan Lyczak:** Weaving our way through the past two centuries of electrical innovation, we will start with a few pieces of scrap metal and build a working digital computer with wires, magnets, switches, and light bulbs. Building simple circuits fosters the thinking and problem-solving skills that lead to an intuitive understanding of computer programming, telecommunications, and networking for today’s high-school students. If time permits, we’ll also have a thought-provoking discussion about our “app”etite for modern devices and internet conveniences – and their long-term effects on human development and social communities. Due to the materials required and the hands-on work we will be doing, space is limited to 16 participants.
Nathan Lyczak is Managing Director and Chief Technologist at Kroka Expeditions, a unique wilderness school in Southern New Hampshire. His work includes teaching high-school history and computer science, consulting in information systems, database and web development, and facilitating five-month technology-free wilderness expeditions for adolescents.

An Agile, Collaborative Industry-Higher Education Approach for Pre-hiring Skills Development within Traditional Higher Education – Room 220 – Benjamin Cavallari: This workshop addresses the widening skills gap between graduating public and private college students and fast moving high technology companies in the US. Employers complain that they are not finding job-ready candidates to hire, and academia has difficulty updating its curricula rapidly enough to address this issue. A successful pilot program in Massachusetts resulted in a highly innovative, agile approach for tight academia-industry collaboration. The pilot involved online, interactive advanced seminars where students and industry practitioners engaged in live, hands-on projects over the Web.

Benjamin Cavallari has an extensive teaching and research background coupled with digital platform and product development experiences. He designed a university relations program for Warner Brothers Games which partnered developers from the Boston studio with colleges across New England in collaborative teaching and partnership roles. He currently develops AR (augmented reality) projects in the New England region and is heavily involved in tech startups, specifically, building user bases and developer groups within student and academic communities.

PBL + EdTech= NextGen Learning – Room 222 – Laura Thomas: Are the increasing pressures to teach our students to be Digital Citizens forcing us to use technology for its own sake rather than in service of inquiry based, student-centered pedagogy? How can we flip the script and put pedagogy back on top? This active session will model what it means to put technology in service to pedagogy. No matter your level of tech proficiency, there’s something here for you!

Laura Thomas (M.Ed.) is the Director of Antioch University New England’s Center for School Renewal and is the author of Facilitating Authentic Learning (Corwin Press, 2012). A teacher, school coach and staff developer since 1993, she can be reached at lthomas@antioch.edu.

Wilderness to Virtual – Expanding your Reach and the Evolution of Place Based Experiences – Room 224 – Matt Morin: From the organization that brought the experience out of the wilderness and into our workspaces, this workshop will look at what we’re doing now to bring Adventure education into the digital realm. Participants will learn how to create engaging experiences for both groups and individuals virtually and digitally. We will explore the tools to make virtual programming exciting and personal. We will also look at how Project Adventure is connecting inspired people with others, sharing innovative ideas, and challenging how we experience, learn, and interact.
Matt Morin works at Project Adventure managing PA Connect. Matt has a love for both technology and the outdoors. His experience includes operating zipline and canopy tours, managing residential camp and conference programs, working with at-risk youth and managing challenge courses.

Secret Agent Initiative – Room 326 – Hutch Hutchinson: The Secret Agent Initiative is an exciting, fast-paced leadership and team building workshop that highlights the strengths and weaknesses of a team by challenging them in a complex scenario that requires the use of technology, knowledge of the city streets, and strategic planning. With a command team stationed in the “Agency Headquarters”, Agents will utilize their iPhones to complete their mission. Make sure your phones are charged and you are ready for your adventure!

Hutch Hutchinson (Ph.D.) teaches Organizational Behavior in the undergraduate and MBA programs at Boston University Questrom School of Business. Hutch’s recent work has been focused on utilizing emerging technologies to enhance experiential learning, from GPS-based urban adventures to virtual teambuilding on-line.

Sunday, May 3rd
9:00am – 10:20am – Session I

Putting It All Together, Part I, Using Technology and The Flipped Classroom to Enhance Experiential Learning – Lewis Expedition Center – Large Conference Room – Bill Mitchell: In the flipped classroom approach, students review course material online before coming to class, creating more classroom time to focus on activities that support their learning. In this workshop, participants will learn how to work with a pedagogical framework to develop a flipped classroom approach. Emphasis will be placed on developing an approach that maximizes class time for experiential learning activities. Both large scale pedagogical strategies and real life technological tools pertaining to modern educational practice will be explored.

Bill Mitchell is a faculty member in the Department of Physical and Outdoor Education at Vanier College in Montreal.

GPS Urban Adventure – Lewis Expedition Center – Small Conference Room – Hutch Hutchinson and Sandi Deacon-Carr: GPS technology is all around us, but how are we incorporating it into our practice. Since 2006, Boston University has been offering GPS-based urban adventures that connect participants to each other and to their immediate environment. In this workshop you will be able to handle a variety of GPS units and learn about various applications and activities that you can utilize in your own program.

Hutch Hutchinson (Ph.D.) teaches Organizational Behavior in the undergraduate and MBA programs at Boston University Questrom School of Business. Hutch’s recent work has been
focused on utilizing emerging technologies to enhance experiential learning, from GPS-based urban adventures to virtual teambuilding on-line.

**Sandi Deacon-Carr** (Ph.D) is a Master Lecturer in the Organizational Behavior Department at Boston University Questrom School of Business and Faculty Director of the Center for Team Learning. She teaches organizational behavior, leadership, and team learning courses and was awarded the inaugural Broderick Prize for Outstanding Contribution to Student Learning and Experience in 2014. She has extensive coaching, counseling and team mediation experience.

**Wander, Wonder, Wilderness: Using Interactive Technology to Engage with Nature in an Urban Environment. – Gardner Auditorium** – Paul Turano: The workshop will provide an overview of Wander, Wonder, Wilderness – the film, the mobile app and project website, it’s community engagement initiative, and educational applications. The results of a series of high school youth group location based learning exercises will be presented, examining how interactive technology was utilized, what role it played in engaging with nature based experiences, what the outcomes revealed about their relationship to both the environment and technology. This workshop is designed for those interested in participatory art making in green spaces, and the potential role technology can play in providing outdoor experiential learning opportunities.

**Paul Turano** serves as an Assistant Professor of Visual and Media Arts at Emerson College. Paul is a visual artist working in film, video and new media and has exhibited throughout Europe, Asia, Australia and North America, and locally at the ICA and MFA. His work explores our relationship to natural environments in both local and global ways.

10:30am – 11:50am – Session II

**Putting It All Together, Part II: Using Technology and The Flipped Classroom to Enhance Experiential Learning – Lewis Expedition Center – Large Conference Room** – Bill Mitchell: In the flipped classroom approach, students review course material online before coming to class, creating more classroom time to focus on activities that support their learning. In this workshop, participants will learn how to work with a pedagogical framework to develop a flipped classroom approach. Emphasis will be placed on developing an approach that maximizes class time for experiential learning activities. Both large scale pedagogical strategies and real life technological tools pertaining to modern educational practice will be explored.

**Bill Mitchell** is a faculty member in the Department of Physical and Outdoor Education at Vanier College in Montreal.

**High Altitude Weather Balloons: Making science in the classroom really take off – Lewis Expedition Center – Small Conference Room** – JT Miller: What experiment would you send to the edge of space? In this workshop you will learn how my 6th grade students develop and
design their own experiments that are then placed in capsules and taken to altitudes over 75,000 feet via weather balloons. We will walk through the entire process of the learning that is involved from experiment proposals to launch day. You will see how technology is used to track the balloons during flight, receive real time data, and how we share this experience with the world.

J.T. Miller is the Lower School Science Teacher at St. Albans School in Washington, DC. Previously he taught high school physics for nine years. He volunteered in South Africa for at-risk youth as well as spent five summers at Catalina Island Marine Institute (CIMI).

Experiencing Place and Mapping Experience with ArcGIS Tools – Gardner Auditorium – Kerry Whitaker, Tyler DeAngelis, John Wensman and Laura Karson: How can the virtual world deepen our experience of the physical world? Coastal Studies for Girls, a semester marine science and leadership school for 10th grade girls, immerses students in the Maine coastal environment. At CSG, we see coastal environments through lenses of literature, history, marine sciences, & daily solo (20 minute morning time). Geographic Information Systems (GIS) is a useful tool through which to integrate these place-based learning experiences, remaining true to their geographic relevance. Geographic Information Systems (GIS) allow the community to gather, share and publish data, texts, images, and experiences through digital story mapping. In this workshop we will share our story of place-based experiential learning through GIS, and discuss benefits and challenges of using digital mapping to record and process physical experience.

Kerry Whitaker (Ph.D.) teaches marine science at Coastal Studies for Girls. She is a recent Sea Grant marine policy alumna where she worked on NOAA’s endangered species listing team. Kerry’s doctorate research at URI focused on oceanography and the molecular biogeography of phytoplankton. Her work has brought her from mapping genes, to mapping species, to mapping the story of place-based education in digital space using GIS.

John Wensman is the Director of Teaching and Learning at Coastal Studies for Girls. He previously taught English and Design Thinking and lead the outdoor program at St. Paul Academy. He also directed an international summer program focused on using the city as classroom.
Maps – Questrom School of Business
Maps – Thompson Island Outward Bound

Northeast Trail
Beach Walk. To the left of the dock when facing the island, note the building of pebbles; walk left up the beach and observe how the rocks change in size and weight. The northern tip of the island receives the brunt of winds and waves. These hit the shore at a diagonal, carrying lighter particles seaward toward the other end of the island, where some are deposited.

High Tides Lake. The major line of beach stones marks things that have traveled long distances. The gravel material is erasured, an underwater sea grass. On the larger stones, look for tent white winding lines. These are the trail some trails of pelagic fish.

Rocks: As the glacier that formed this island thousands of years ago advanced over New England, it broke off pieces of rock from many different places. Thus, the glacial stones or till of this beach and the island contains a large variety of rocks. The large granite blocks of the breakwater were carried from Squann Rock in Quincy. This is not till, but breakwater, the underlying rock that was here before the glaciers.

Evaporation. As you round the northern tip of the island, observe how the eroded cliffs differ from those seen below. The till here is made and clay, with some clay. There is also heavy wind exposure.

Industrial Flora and Fauna. Living in the area between the high tide level and the low tide level (called the intertidal zone) are many plant and animal species. To live in this intertidal zone, which is sometimes covered with water and sometimes exposed to air, these plants and animals must be able to survive for hours at a time out of the water.

Dune Plants: Wawnwood and juniper are two plants that tolerate this dry, salty dune environment.

Swallows. The water at the end of Thompson Island is a favorite haunt of wading birds such as waders, egrets, and geese. Stand on the beach until you see the path heading up into the field. Do Island. To take the bluff loop (see map), make a sharp right. Follow the path along the edge of the field to the bluff, and walk along the edge of the shulls. This route offers excellent views of Boston and the Harbor.

Wildlife. The oak, maple, and birch woodland on your left is one of the few remaining on the Boston Harbor Islands. Because of its history and use, Thompson Island has been declared a national historic site. Most of the native trees on the island were planted by Boston Farm School students and their families. The Audubon Tree Farm along the bluff are the only trees with needles and leaves that will remain in the winter.

Wooded Road. The canopy of maples, oaks, and birch gives this road a country setting, and is an effective windbreak for the buildings. Chinooks dominates the shrub layer. Watch for wildlife such as rabbits, rodents, and thrushes.

Mission
Thompson Island Outward Bound Education Center is a not-for-profit organization whose primary purpose is to provide adventurous and challenging experiential learning programs that inspire character development, compassion, community service, environmental responsibility, and academic achievement. Our organization primarily serves early adolescents from all economic and social communities of Greater Metropolitan Boston, and the institutions and schools who support them.

Historical Overview
Native Americans
Human use of the Indian dates back 8,000 years, when Native Americans first used the island for hunting and fishing. The island was also a summer meeting place for clans from many nations.

Colonial Period
The first European settlement in Boston began in 1620 when the Scottish settler David Thompson established a trading post on the island. He died two years later and the island was granted to the City of Boston. For 200 years it was leased for sheep grazing and other farming.

Educational History
In 1833 the Boston Farm School was established on the island. The island was purchased for $8,000, and a boarding school was built for orphaned boys who eked out their time between work, study, and play. When industrial trades were added in the 1860s, the name changed to the Farm and Trade School and when the school shifted to a purely academic curriculum in 1926, it was renamed Thompson Academy. The school closed in 1973.

Since 1973 Thompson Island’s Education Center has provided outdoor education to thousands of Boston area youth each year. In 1988 its partnership with Outward Bound was formalized with the creation of Thompson Island Outward Bound Education Center. The island continues its tradition of addressing the needs of Boston’s most vulnerable youth and of Learning by Doing. When young people explore the woodlands, tidal marshes, meadows, and waters of Boston Harbor they discover both their own potential and a love of learning.

Facilities
The Hollow and covered picnic area for events and outings.
Leaves Expedition Center: one of the newest buildings on the Boston Harbor Islands, this facility houses logistics for Outward Bound expeditions, program graduations, and public restrooms.

Quad at the top of the hill. Includes administrative building and dining hall, classroom buildings, gym (with public restrooms), tour offices, and former headmasters’ houses.
North Lake Pavilion: sprawling event site with playing fields.

Thompson Island Trail Map
Boston Harbor Islands National Park Area