



Department of Kinesiology & Physical Education - EDKP-237-001/002

Outdoor Education (3 Credits)

General Information:

Instructor: Michael Creamer

Office # 211

E-mail: michael.creamer@mcgill.ca

Office hours: by appointment only

Class meeting time: Section 001: Tuesday and Thursday 1:35-4:25

Course Materials:

Students should be dressed appropriately to be outside for extended periods of time.

Course Description and Topics:

Utilization of the outdoors in interdisciplinary lesson planning to engage students in alternative environments, using the Teaching Personal Social Responsibility Through Physical Activity model. Urban outdoor activities will also be included to meet the realities of teaching in large urban centres.

Special emphasis will be placed on 5 of the **13 Core Professional Competencies** required by the *Ministère de l'Éducation et de l'Enseignement supérieur*.

Topics will include; Risk management, trip planning, grant applications and activities/teaching methods in a variety of outdoor activities, including skiing, snowshoeing, orienteering, disk golf and winter play. Topics are also embedded with United Nations - SDGs, the Pillars of Sustainability, and Sustainability **Competencies**.

Commented [MC1]: This sentence is new to include the sustainability component

Learning Outcomes: At the completion of this course, students will be to:

Commented [MC2]: The outcomes are all reworded and also include out sustainability focus

- Perform and practice various Outdoor means of action
- Demonstrate and lead a meaningful outdoor teaching and learning model that is fun, safe, and equitable.
- Evaluate and integrate **best instructional tools** for practice that promote a safe and equitable learning environment.
- **Reflect on how to achieve successful learning outcomes** in outdoor settings while taking into consideration the barriers that exist for students to be active outdoors.
- Create a repertoire of outdoor activities and strategies that can be used in future practices and contexts.

Commented [SL3]: It sounds like here you'll be equipping students to use their own judgement to determine the "best" instructional tools...so perhaps "Evaluate and integrate appropriate instructional tools to promote safe and equitable learning environments."

Commented [SL4]: Perhaps "Reflect on how to achieve intended learning outcomes in ways that overcome potential barriers to active outdoor learning"?

Instructional Method:

Class will take place the majority of time outdoors. This course may utilize online learning platforms or applications to promote accessibility for student discussion and participation for evaluation, (e.g.: Perusall, Google Drive, Outlook, etc...) Students will learn through activity, group assignments, peer teaching and lesson planning.

Means of Evaluation/Assessment Criteria:

Peer Teaching Lesson Plan	10%
Peer Teaching Execution	10%
Online Discussion (3-4)	15%

Portfolio _____ :

Resource List	5%
Sample Grant Application	15%
Trip Planning	15%
Activity Logbook	30%

Description of Evaluated Assessment Criteria:

● **Peer Teaching Lesson Plan** (10%):

Students will develop detailed lesson plans for teaching specific outdoor education topics or activities. This evaluation focuses on their ability to design structured and effective learning experiences, including objectives, materials, and teaching strategies.

● **Peer Teaching Execution** (10%):

Students will demonstrate their ability to effectively teach outdoor education concepts and activities to their peers. This evaluation assesses their communication skills, understanding of content, and ability to engage others in learning.

● **Online Discussion** (3-4) (15%):

Through online forums or platforms (e.g.: D2L, Perusall, etc...), students will engage in structured discussions on key topics related to outdoor education. Their participation, depth of analysis, and ability to contribute constructively to the conversation will be assessed.

Portfolio _____ :

● **Resource List** (5%):

Students will compile an annotated list of relevant resources such as locations, organisations, programs, articles/books, websites, and videos related to outdoor education. This evaluation assesses their research skills and ability to identify quality educational materials, in addition to providing a baseline for usable resources during their future lessons.

● **Sample Grant Application** (15%):

Students will create a sample grant application for funding an outdoor education excursion, project or program in a sustainable manner. This evaluation measures their ability to articulate project goals, justify funding needs, and plan for implementation and needs for program equipment.

● **Trip Planning** (15%):

Students will develop comprehensive plans for outdoor trips, including itinerary, logistics, safety protocols, and educational objectives aligning with Quebec Education Program

Commented [SL5]: Could this be an opportunity for students to design lessons that integrate cognitive, affective, and psychomotor learning domains? Maybe this is something that could show up on the rubric for this assignment.

Commented [MC6]: This is a new component. It will help to add in some of the theory and prompt discussion. Perusall will be a great tool as class time is limited.

Commented [MC7]: This assignment is updated to have more of a focus on the social and economic pillars.

competencies. This evaluation assesses their ability to plan and organize outdoor experiences effectively.

- **Activity Logbook (30%):**

Throughout the course, students will maintain a logbook documenting their participation in outdoor activities, reflections on experiences, and insights gained. This evaluation emphasizes reflective practice and self-assessment of learning and growth.

Land Acknowledgement:

“ We recognize that this course is held on unceded Indigenous lands on the island of Tiohtià:ke, a gathering place for many First Nations. We acknowledge and thank the diverse Indigenous peoples whose presence marks this territory on which peoples of the world now gather.”

Commented [MC8]: This assignment is also updated to include a focus a portion on the social and environmental aspects.

Commented [SL9R8]: Sounds like this will show up on the rubric? Maybe the description could hint at this: "This evaluation assesses their ability to plan and organize outdoor experiences that consider social and environmental aspects."

Commented [MC10]: We have added in a reflection piece.

Course Specific Application of Professional Competencies



Department of Kinesiology and Physical Education

Methods of Evaluation and Learning Activities

Practical Peer Teaching: Individually, students will teach a specific activity or skill and apply appropriate progressions of learning.

Peer Teaching Reflection: Individually, Students will reflect on their peer teaching act. With the help of feedback from the instructor and the grading rubric, students produce a document identifying solutions to areas requiring improvement and identifies areas of mastery.

Portfolio: Students will work as a team to create a portfolio containing lessons and other resources that they may use in the future.

Learning and Evaluation Situation: Students will collaborate to plan a comprehensive LES for a chosen activity, demonstrating their knowledge of Outdoor Education.

Targeted Professional Competencies within EDKP 237												
PC1	PC2	PC3	PC4	PC5	PC6	PC7	PC8	PC9	PC10	C11	PC12	PC13
✓	✓	✓	✓		✓	✓	✓			✓		

Professional Competency 1: Act as a cultured professional who is at once an interpreter, facilitator and critic of culture when carrying out duties;

Professional Competency 2: Communicate appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties;

Professional Competency 3: Design and plan teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives;

Professional Competency 4: Implement and supervise teaching and learning situations appropriate to the students and the educational aims;

Professional Competency 6: Organize and manage a class in such a way as to maximize student development, learning and socialization;

Professional Competency 7: Implement, as part of an inclusive teaching approach, strategies for differentiating teaching practices so as to support the full participation and success of all students;

Professional Competency 8: Cultivate the students' natural desire to learn, their sense of discovery and their curiosity by bringing together the conditions required to help them all thrive;

Professional Competency 12: Use digital technologies in order to benefit students and all education stakeholders;

Additional Information:

Policy Regarding Late Assignments:

- No assignments or reports will be accepted late without penalty.
- All late assignments and reports will be devalued by 10% per day late to a maximum of 5 days (including weekend days). Example: 1 day late = $80/100 - 10\% = 70/100$.
- Assignments will not usually be graded after the 5-day maximum, but they may be reviewed for the quality of the content.
- All assignments must be completed to pass this course.

Professionalism is paramount, requiring regular attendance, active participation, and punctuality during class. Students are permitted to miss a total of two unexcused classes. All subsequent absences require medical documentation. Medical documentation must be dated, signed, and provided to the instructor no more than 3 days after your absence. After two absences, we will meet in person to assess if additional work is needed to meet the course expectations. More than 2 unexcused absences may result in an “F” for the course.

Varsity Athletes: Varsity athletes must submit a formal letter of leave when traveling for a game. Documents must be signed, dated, and submitted before the absence.

Due to The frequent absences in the past, the following will apply to peer teaching. “Unless excused by a valid doctor's note or a signed attestation by a varsity coach for an exterior competition, ANY student absent from class during peer teaching will lose 5% from their peer teaching grade. Two absences during this time will result in a 10% loss etc...”

Furthermore:

All written assignments should adhere to APA format and must be typed (Times New Roman, 12-point font, double-spaced, 1 -inch margins on all sides), be fully secured when submitted, have a title page, and be properly referenced (including Internet items).

Please consult the library website and content on MyCourses for guidance in literature searches,

citation management software, and APA format:

<https://flash1r.apa.org/apastyle/basics/index.htm>

Caveat:

Please note that each student will be always be assessed on content, grammar, coherency, clarity, and writing techniques as this evaluation procedure will assist you in the development of Exit Competency #2

McGill University Policy on Academic Integrity & Written Work

Language of submission

- “In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.”
« Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue. »
(Énoncé approuvé par le Sénat le 21 janvier 2009)
- Academic integrity
“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures” (Approved by Senate on 29 January 2003) (See McGill’s guide to academic honesty for more information)

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Commented [MC11]: This section is all new. It is a simplified version.

COURSE OVERVIEW



Image: Daniel Cursio, *Lead climbing*, Rattlesnake Point



Image: Michael Creamer, *canoeing*, Team Canada -

This course focuses on:

- the development of professional competencies for pre-service physical and health educators and understanding how physical and health education is promoted in the *out-of-doors*,
- the instructional practices and development for teaching Outdoor Education in nature and alternative environments, through a framework of sustainability.

Approaches to framing UN SDG and Pillars of Sustainability in course content;

The course content and major assignments have been redesigned to introduce pre-service teachers to better understand and align their lesson planning and teacher development with UN SDGs.

Commented [SL12]: I don't see these in the assignment descriptions - will they show up in the rubrics?



An experiential-based pedagogical framework encompassing the *Pillars of Sustainability* will be utilised. These Pillars are segmented and embedded into the course assignments through three dimensions:

- *Environmental Sustainability,*
- *Social Sustainability,*
- *and Economic Sustainability.*

Image: University of Regina, *United Nations*
- *Pillars of Sustainability*

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LEARNING OUTCOMES

By the end of the course students will be able to:

- Perform and practice various Outdoor means of action
- Demonstrate and lead a meaningful outdoor teaching and learning opportunity that is fun, safe and equitable.
- Evaluate and integrate best instructional tools for practice that promote a safe and equitable learning environment.
- Reflect on how to achieve successful learning outcomes in outdoor settings while taking into consideration the barriers that exist for students to be sustainably active outdoors.
- Create a repertoire of outdoor activities and strategies that can be used in future practices and contexts.

SUSTAINABILITY COMPETENCIES



This course instills experiential-based pedagogies that embed with the Pillars of Sustainability. Promoted through approaches of practice, experience, and reflection - course learning outcomes provide an introduction into ways in which teachers and students can utilise Sustainability Competencies. These competencies allow us to incorporate sustainable teachings and lessons, through: ***Futures-thinking, Implementation, Integration, and Inter-personality.***

Image: Patrick Hunter an

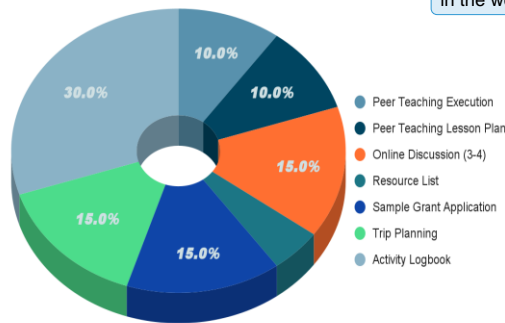
Commented [SL13]: In what ways will these show up in the weekly content and assignments?

ASSESSMENT

Quebec Education Programme

Alignment with Physical and Health Education Competencies

- Define and explore the benefits of Outdoor Education.
- Perform and practice various Outdoor means of action for various lifestyles in (and outside) the community.



EQUITY, DIVERSITY AND INCLUSION (EDI)

Within our course development, EDI principles are woven into every step. We have developed inclusive learning strategies for students, ensuring representation from diverse backgrounds and experiences. Moreover, we prioritize creating a culturally sensitive environment for all, where indigenous ways of knowing and being are valued and respected “We recognize that this course is held on unceded Indigenous lands on the island of Tiohtià:ke, a gathering place for many First Nations.”