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|---|---------------------|-------------------------------------|-----|
|  | CAPILANO UNIVERSITY |                                     |     |
|   | COURSE OUTLINE      |                                     |     |
|   | Course Title        | Curriculum: Outdoor Environments II |     |
| Course Number   | EDUC 483            | Credits                             | 3.0 |
| Section Number  |                     | Instructor                          |     |
| Term  | Fall 2017           | Office                              |     |
| Phone   |                     | Local                               |     |

**Course Format**

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams. This course may also be offered in an on-line or mixed mode format.

**COURSE PREREQUISITE:** 45 credits of 100-level or higher coursework, ENGL 100; and EDUC 383pre or corequisite.

**EARLY CHILDHOOD CARE & EDUCATION DEPARTMENT VISION STATEMENT:**

The ECCE diploma / degree program fosters intellectual curiosity and critical thinking relevant to advocacy and leadership in early childhood education careers, advanced study, and lifelong learning.

**LEARNING OUTCOMES:**

**General:**

This course explores the notion of outdoor education and nature-based education in an early childhood context. The course includes an intensive field study component that involves students participating in outdoor activities. Picking up the threads that wove through EDUC 383, the major emphasis of this course will be gaining knowledge regarding how to ethically engage in outdoor spaces/curriculum with young children.

**INSTRUCTIONAL OUTCOMES:**

*Students who successfully complete this course should be able to:*

1. Articulate the importance of authentic nature immersion for young children
2. Demonstrate practical knowledge regarding the logistics of having young children outside for long periods of time
3. Demonstrate an understanding of the necessity of a reflective practice by connecting their personal ecological identity to their work with children
4. Support and sustain children’s active engagement with/in nature

5. Plan, implement and evaluate materials and activities/experiences/explorations that support children in developing a relationship with nature.
6. Critically examine the importance of building a relationship with nature if one is to live sustainably
7. Critically examine various theoretical perspectives such as ecopsychology, ecological sustainability, and place-based education

**Course Reading Package will consist of a variety of readings from the following list:**  
 (\*indicates possible textbooks for the course)

Blanchet-Cohen, N. & 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.

Chawla, L. (2007). Childhood experiences associated with care for the natural world: a theoretical framework for empirical results. *Children, Youths and Environments, 17*(4), 144-170.

Dietze, B., & Crossley, B. (Eds.) (2003). *Outdoor play in early childhood education and care programs*. Ottawa: Canadian Child Care Federation.

Davis, J. (2009). Revealing the research 'hole' of early childhood education for sustainability: a preliminary survey of literature. *Environmental Education Research, 15*(2), 227-241.

Duhn, I. (2012). Places for pedagogies, pedagogies for places. *Contemporary Issues in Early Childhood, 13*(2), 99-107.

\*Dunlap, J. & Kellert, S.R., (Eds.). (2012). *Companions in wonder: Children and adults exploring nature together*. Boston, MA: MIT Press.

Ewert, A., Place, G., & Sibthorp, J. (2005). Early-life outdoor experiences and an individual's environmental attitudes. *Leisure Sciences, 27*(3), 225-239.

Faber-Taylor, A. & Kuo, F.E. (2009). Children with attention deficits concentrate better after walk in the park. *Journal of Attention Disorders, 12*, 402-409.

Flogaitis, E., Daskolia, M., & Agelidou, E. (2005). Kindergarten teachers' conceptions of environmental education. *Early Childhood Research Journal, 33*(3), 125-136.

Flom, B., Johnson, C., Hubbard, J., & Reidt, D. (2011), The Natural School Counselor: Using Nature to Promote Mental Health in Schools. *Journal of Creativity in Mental Health, 6*, 118-131.

Herrington, S. (2008). Perspectives from the ground: Early Childhood Educators' perceptions of outdoor place spaces at child care centers. *Children, Youth and Environments, 18*(2), 64-87.

Hinds, J. & Sparks, P. (2007). Engaging with the natural environment: The role of affective connection and identity. *Journal of Environmental Psychology, 28*, 109-120.

Hyun, E. (2005). How is young children's intellectual culture of perceiving nature different from adults'? *Environmental Education Research, 11*(2), 199-214.

\*Kellert, S. (2012). *Birthright: People and nature in the modern world*. London: Yale University Press.

Maynard, T. (2007). Encounters with Forest School and Foucault: a risky business? *Education 3-13*, 35(4), 379-391.

McKenzie, M. et al. (Eds.)(2009). *Fields of Green: Restorying culture, environment and education*. New Jersey, NY: Hampton Pre

Phenice, L.A. & Griffore, R.J. (2003). Young children and the natural world. *Contemporary Issues in Early Childhood*, 4(2), 167-171.

Reid, A., Teamey, K., and Dillon, J. (2004). Valuing and utilizing traditional ecological knowledge: tensions in the context of education and the environment. *Environmental Education Research*, 10(2), pp. 237-254.

Ridgers, N.D., Knowles, Z.R. & Sayers, J. (2012). Encouraging play in the natural environment: a child-focused case study of Forest School. *Children's Geographies*, 10(1), 49-65.

Smith, G. & Williams, D. (Eds.) (1999). *Ecological education in action: On weaving education, culture, and the environment*. NY: State University of New York Press.

Stone, M., & Barlow, Z. (Eds.) (2005). *Ecological literacy: Educating our children for a sustainable world*. San Francisco: Sierra Club Books.

Taylor, A., & Giugni, M. (2012). Common worlds: reconceptualising inclusion in early childhood communities. Children's Relations to the More-than-Human World. *Contemporary Issues in Early Childhood*, 13(2), 108-119.  
Publishing

**Course Content:**

| Week               | Content   |
|--------------------|---|
| One                | Introduction, course assignments and course outline   |
| Two                | Individual field study time: mindfulness and what it means to be with nature                                  |
| Three-Five         | Theoretical perspectives: ecopsychology, ecological sustainability, place-based education                     |
| Six, Seven         | Practical knowledge: knots, ropes, gadgets, fire, shelters  |
| Eight - Eleven     | Affordances of various natural materials and places: working with water, air, light/shadow, ground/earth      |
| Twelve             | Group project presentations: The connection between building relationships with nature and living sustainably |
| Thirteen, Fourteen | Creating authentic learning experiences outdoors: how to invite and sustain children's engagement with nature |
| Fifteen            | Individual project presentations  |

**EVALUATION PROFILE**

|                            |             |
|----------------------------|-------------|
| Reading responses (4x10%)  | 40% (4x10%) |
| Group presentation         | 15%         |
| Individual Inquiry project | 20%         |
| Reflective journal         | <u>25%</u>  |
| <b>TOTAL</b>               | <b>100%</b> |

**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 |                  |

**ASSIGNMENTS:**

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

**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.
- 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



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| <p>Missed Assignments, Presentations, In-class Projects, Exams, and Quizzes</p> <p>Late Assignments:</p> | <p>Students will be allowed to make up assignments, presentations, in-class projects, exams, and quizzes under the following conditions:<br/>If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate may be requested.</p> <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:<br/>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.<br/>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>  |
| <p>Extenuating circumstances:</p>  | <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"> <li>• Loss of 5 % per day</li> </ul>   |
| <p>Cheating &amp; Plagiarism:</p>  | <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> |
| <p>Incomplete Grades:</p>  | <p>"I" Grades will be given only when <b>prior</b> 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>  |
| <p>English Usage:</p>  | <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>   |
| <p>Writing Style:</p>  | <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:** 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.

**Emergency Procedures** Please read the emergency procedures posted on the wall of the classroom