



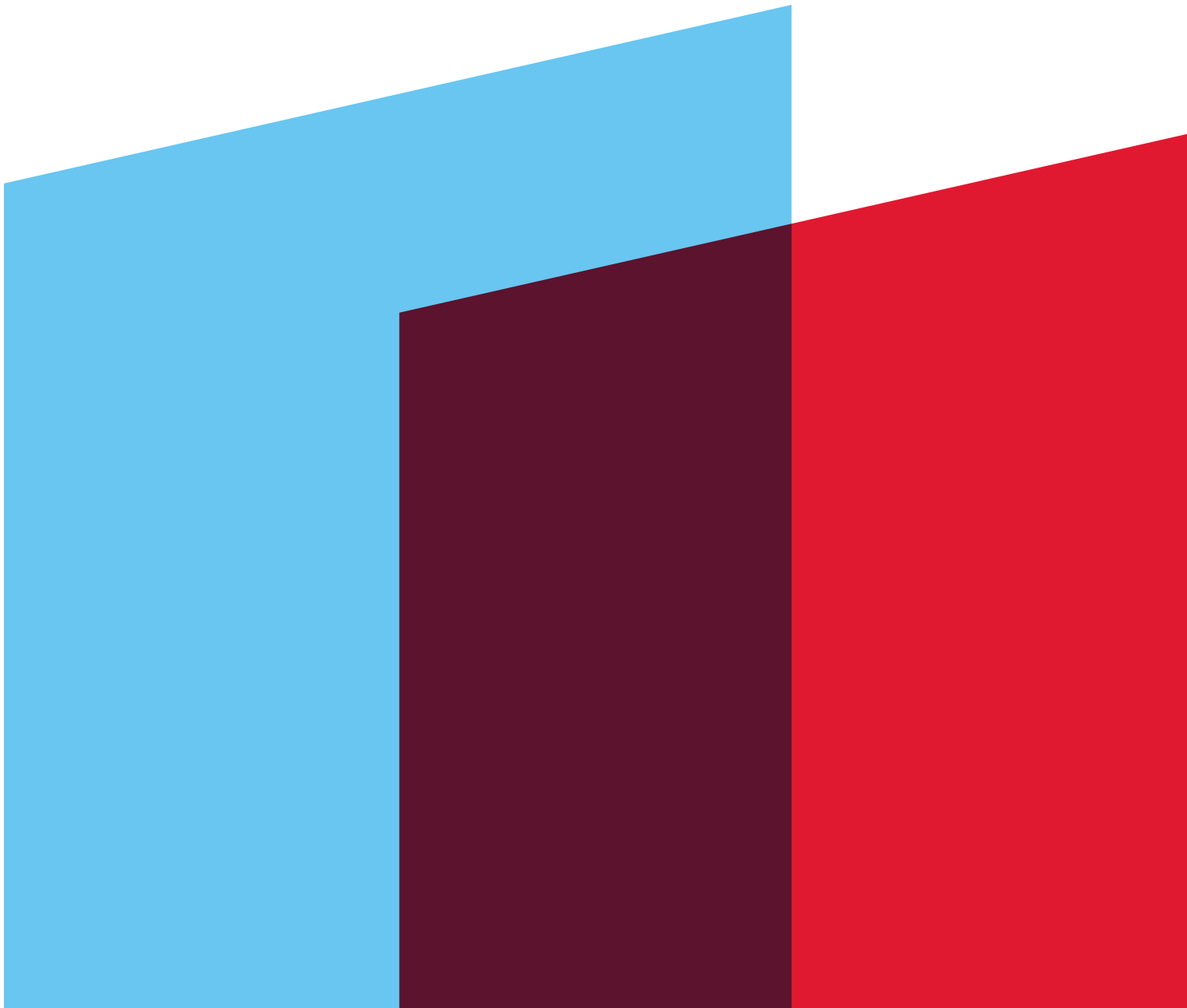
**MTU**

Ollscoil Teicneolaíochta na Mumhan  
Munster Technological University



NATIONAL FORUM  
FOR THE ENHANCEMENT OF TEACHING  
AND LEARNING IN HIGHER EDUCATION

# Education in Aquatics Outdoor & Experiential Learning Minor



## Education in Aquatics Outdoor & Experiential Learning Minor

### Year 1

#### **Term 1:**

As their initial foray into the outdoors, this day should be as active and diverse as possible. Possibly, the most useful thing would be to deliver a day themed around outdoor adventure where they are introduced to a number of different activities and adventure sports. A centre based day would be most appropriate. Also, rather than the instructional staff controlling the day it could be more beneficial to the students if they were given some control (at least at times) of proceedings – come up with their own boundaries for the start of the paddling session; should they go on a trip? Do they just go kayaking or try canoes and SUPs as well etc. Active experimentation should be allowed, and encouraged, to take place (within the bounds of safety) as much as possible, rather than the students being told all of the information – they are told stuff all the time, this is trying to show them another way of approaching learning.

Activities could include:

- Kayaking
- Canoeing
- SUPing
- Orienteering
- Climbing
- Sailing
- Etc. etc.

Topics covered in class include:

- Adventurous Learning Model
- Leave No Trace
- Learning theory
- Team development/evolution

Two ideas for next year (AY1920). One, do a half day of coasteering or wild swimming with John Edwards at Meenogahane. Links to aquatics module more obviously and could be useful in getting students to understand the Adventurous Learning model in practice (everything should have a focus beyond fun). Second option could be to use COETC for the day but instead of just general centre activities to develop a day focused on getting them to think about the H&L programme and why they are here, or why they are doing outdoor stuff in the first place.

## Term 2:

Building on the previous semester, this outdoor experience needs to draw on the enthusiasm created in semester 1 and deliver a more complex day. Ideally, this will revolve around a journey, on land and water, with a defined starting point and a different finish point. It could be an adventure race type theme, though focused on the journey rather than speed, but not simply a walk with some “adventure tasks” thrown in...

Either way, this experience will focus on the students developing their own programmes with a focus on lifelong participation and meeting specific outcomes, ideally relating to other H&L modules. After a briefing to set up and explain the rationale and plan for the semester, the group begin planning what they would like to do and how they will go about doing it. The next three classes are there to facilitate and support the development of these plans in terms of logistics, safety, leadership etc. etc. Each group presents their plan to the rest of the group and a vote is taken on which trip to do. Majority rules. If there is a close tie, two different trips may be organised and the groups split to suit.

Topics covered in class include:

- Overview of module aims and setting the scene
- Activity choices and logistics
- Safety and leadership
- Communication with Cappanalea for constructive comments.
- Presentation of plans, and voting.
- General review of learning.

This needs to be a lot more structured. Limit the choices to COETC activities and provide a number of locations to choose from. It could also be worth getting them to pick learning outcomes, or aspects of other modules that need to be addressed (this would link in with the next semester as well. Each group should complete the planning sheet, as a reference for both themselves and other groups, and hand it up before the presentations.

## Year 2

### **Semester 3:**

This outdoor experience involves the student cohort attending a hostel for an overnight stay. It is the culmination of their OEL minor and should involve them having agency (responsibility and ownership) over the tasks. They have been through a number of outdoor adventurous days as well as an amount of theory. This semester includes:

- Junior Cycle PE Short Course & Key Skills
- GROW Planning Model
- Cornell's FLOW Learning
- Active Reviewing

The basic idea behind this experience is to give the students an opportunity to plan, prepare and deliver an outdoor session as well as review the experience both for themselves and their group. They go through a practice run in the morning and after having some reflection time they deliver it again to a larger group, as part of a bigger session, with improvements added in. This is possibly the first time that these groups have been given the opportunity to redeliver a task soon after receiving feedback and altering the session.

Students are split into randomly assigned groups and given a chance to choose a population type and outcomes by week 3 of classes. This can add an extra layer of relevance to the lectures as they can see a reason behind doing it.

Students should arrive with a draft lesson plan filled in and be ready to adjust it upon seeing the available areas for their tasks. Feedback from staff should lead to revisions.

At the end of the experience, all groups should have their original lesson plan and their final lesson plan written up/recorded. These are the foundation for their CA and form part of the marks awarded. The other part is an outline of their learning and the potential usefulness of this experience to them and their careers now, in the future.

### The Plan for OEL minor in semester 3

Time	Activity	Details
15:00	Arrive at hostel	Tour of the hostel Get settled into rooms, kitchen etc.
15:30	Staff sample session	COETC staff deliver sample sessions – splitting the group into smaller groups could be useful. Students get an idea of what is expected of them.
16:30	A walk around the park	Students go exploring the local park area looking for potentially suitable locations for their sessions. Note: this is <u>not</u> a navigation training exercise.
17:30	Dinner	Groups have time for dinner. They may need to take turns...
18:30	Planning time*	Students break up into their assigned groups from class and continue planning a session to meet the outcomes for that specific group. Staff spend some time with each group assisting them develop their plan, giving critical and constructive feedback. Groups should use the lesson plan to guide them in their planning.
21:00	Finished for the evening	Students have some down time to relax and settle in to the hostel. Students <b>are not permitted</b> to leave the immediate area of the hostel.
08:00	Breakfast and pack up	Students have breakfast and pack (as much as possible) for the day to speed up the evening clean up.
09:00	Final planning and set up for sessions	A last chance to plan and prepare as well as finalising the lesson plan on paper.
09:30	First 30 minute session starts	A deliver to B & C D deliver to E & F
10:00	Review stage (And set-up for next task)	Student led and focused on positive improvements <ul style="list-style-type: none"> <li>• Positives from delivery group</li> </ul>

		<ul style="list-style-type: none"> <li>• Improvements needed.</li> <li>• What did the group think?</li> <li>• Anything else from staff?</li> </ul>
10:15	Second 30 minute session starts	B deliver to A & C E deliver to F & D
10:45	Review stage (And set-up for next task)	Student led and focused on positive improvements <ul style="list-style-type: none"> <li>• Positives from delivery group</li> <li>• Improvements needed.</li> <li>• What did the group think?</li> <li>• Anything else from staff?</li> </ul>
11:00	Third 30 minute session starts	C deliver to B & C F deliver to E & D
11:30	Review stage (And set-up for next task)	Student led and focused on positive improvements <ul style="list-style-type: none"> <li>• Positives from delivery group</li> <li>• Improvements needed.</li> <li>• What did the group think?</li> </ul> Anything else from staff?
11:45	Planning time	Student groups have an opportunity to meet and flesh out their feedback with a focus on improving their session for the afternoon. In the afternoon each half of the group (A, B, C & D, E, F) will combine their tasks into one larger session and deliver this to the other group. This is time to see how to put this larger session together.  Dry runs are recommended. A second lesson plan should be developed during this time – final tweaks and evaluation can be added at the end of the session.
13:00	Lunch	
13:30	First 60 minute session starts (includes review)	A, B, C deliver to D, E, F A can deliver to C, D, E, and F, with B observing for feedback and then all groups rotate?

14:30	Second 60 minute session starts (includes review)	D, E, F deliver to A, B, C
15:30	Final group debrief <b>Students should be reminded that they need to have a full lesson plan drawn up for their final session to be handed up as part of their CA.</b>	All groups come back together and begin the process (that will be finished in class afterwards) of reflecting on the experience and drawing some learning and connections to their future career paths. Sample focus questions include: <ul style="list-style-type: none"> <li>• Did your plan work? Why? How?</li> <li>• Could you have used the planning time more wisely?</li> <li>• Do you feel that your input/suggestions were taken into account by the group?</li> <li>• How did the planning go?</li> <li>• What was harder, the small group or large group planning? Why?</li> <li>• What would you do differently next time?</li> <li>• Would it be possible to adapt your session? How could it be simplified or made more complex?</li> </ul>
16:00	Wrap up	Final tidy of equipment and hostel

\*Student task groups and sessions outcomes are pre-assigned in class weeks before going.



## **The Rationale for this Approach**

Beames and Brown (2016) put forward a model for adventurous learning that includes 4 key considerations of practice: Authenticity, Agency, Uncertainty and Mastery. The OEL experiences of the Education in Aquatics students have been designed taking this model as a base. Below is a description of how the four key aspects of this model are progressively incorporated into the programme.

The OEL experiences are planned and set up in a manner to progressively develop the skills of the student cohort across the three semesters. Initially, a day at an outdoor centre gives a taste of what happens on a standard outdoor centre session. Whilst this may be an authentic experience, in terms of agency, the ownership of and responsibility for this day is firmly with the ITT and outdoor centre staff. The students approach this day with an amount of uncertainty (for the most part), as they are unsure of what may happen or even if they will enjoy it. That said, there is very little left to chance in terms of the delivery of typical outdoor adventure sessions. These are the types of sessions that occur every day across the outdoor sector and are very much focused on skill acquisition and mastery. The main emphasis of this day is adventure sports skills. The students do build an amount of, albeit minor, skills in say, kayaking and orienteering, for example.

In semester two this entire section of their Education in Aquatics module is devoted to the OEL journey. At the outset of the semester the facilities and resources available to the students, from both ITT and the outdoor centre, to organise and roll out their journey are outlined and discussed. The next number of classes are spent developing ideas and designing plans. This has the potential to become a truly authentic experience as the students themselves choose what to do and how to do it. All they are told is that they must start in one place and finish somewhere else, whilst using at least two different modes of transport. Everything else is up to them. This gives them obvious agency throughout the experience. There is also a fair amount of uncertainty for the students, lecturer and OE centre staff as this trip will most likely never be the same twice. In terms of mastery, the students should be in a position, by the end of the programme, to have developed skills in leadership, planning, safety, logistics as well as experiencing the development potential of a bespoke and specific outdoor experience.

The final semester changes its focus again to designing experiences for other populations, to whom we may be responsible to in a work situation once graduating. Again, authenticity comes to the fore as the situations that students are placed in would be reflective of typical work situations in the future. The ownership and responsibility for the programme lies entirely with the students (who are guided by staff present). As they can choose to meet the outcomes in any fashion, within reason and as resources permit, their agency is matched by the uncertainty of delivery and outcome. This experience also allows for the further development of mastery across a range of skillsets already discussed, not to mention the potential for tying the three semesters together in terms of the impact and effectiveness of outdoor learning experiences and how they can be incorporated into any or all developmental programmes.

## **References.**

Beames, S., Brown, M., 2016. *Adventurous Learning: A Pedagogy for a Changing World*. Routledge, New York.

HL100 AQ		Semester 1
<b>Lecture Content – order/content may change</b>		
1	Introduction & module outline	
2	Introduction to Outdoor and Experiential Learning	
3	Team Development	
4	Learning Journals – writing reflectively	
5	Outdoor ethics – LNT	
6	Learning Preferences – VARK	
<b>OEL Experience</b>	This outdoor experience is a straightforward outdoor centre day. The students will visit an outdoor centre and try some of the activities available. Very little direction is given in terms of content – the idea is that the students get an idea of what happens day to day in outdoor centres and what to expect as standard across the sector. This could be useful in their future careers across all streams of the Health & Leisure programme, but especially for PE and APA.	
<b>Assessment Structure</b>	<b>25% for Learning Journal</b> <i>Write up a connective journal (approx. 1,000 words) on their outdoor experience. Should aim to relate what they did to OEL class theory and/or the H&amp;L course in general rather than simply describing the activities.</i>	
HL100 AQ		Semester 2
1	Overview of module aims and setting the scene	
2	Activity choices and logistics	
3	Safety and leadership	
4	Rationale – why do this? What is the benefit – health & fitness, bonding, fun, challenge etc., etc? Communication with Cappanalea for constructive comments?	
5	Presentation of plans, and voting	
6	General review of learning	
<b>OEL Experience</b>	This experience is all about the students developing their own programmes with a focus on lifelong participation and meeting specific outcomes. After a briefing to set up and explain the rationale and plan for the semester, the group begin planning what they would like to do and how they will go about doing it. The next 3 classes are there to facilitate and support the development of these plans in terms of logistics, safety, leadership etc. etc. Each group presents their plan to the rest of the group and a vote is taken on which trip to do. Majority rules. If there is a close tie, two different trips may be organised and the groups split to suit.	
<b>Assessment Structure</b>	<b>1 Exam question (25% of exam)</b> <i>One question on final exam paper on topics covered in class and on the outdoor experience.</i>	

HL200 AQ	Semester 3
1	Introduction & Learning Journals
2	JCPE and adventure activities
3	GROW model – include LNT? Fun? Bonding? Etc.
4	Cornell FLOW model – Environmental Education & its Effectiveness
5	Active reviewing
6	Wrap up & exam focus
<b>OEL Experience</b>	This overnight trip involves the student cohort getting to know the Muckcross section of the national park and designing an outdoor learning experience to meet certain needs of a specific group – groups and outcomes are chosen at random. Plans are made and each group delivers their session, including feedback, and then incorporates any feedback into the plan to deliver it again after lunch.
<b>Assessment Structure</b>	<p><b>10% for Learning Journal &amp; 1 Exam question (25% of exam)</b></p> <p><i>Submit 2 lesson plans – the original from the Friday night, and the final from Saturday afternoon – as well as a discussion of the changes made and your overall impression of the overnight experience.</i></p> <p><i>Outline why these changes were made and what impact they had.</i></p> <p><i>Discuss the benefits/usefulness of this experience to you as a H&amp;L student.</i></p> <p><i>Should aim to relate what they did to OEL class theory and/or the H&amp;L course in general rather than simply describing the activities.</i></p> <p><i>One question on final exam paper on topics covered in class and on the outdoor experience.</i></p>



INSTITUTE OF TECHNOLOGY TRALEE

Continuous Assessment AY 2020-2021

**Education in Aquatics 3  
Outdoor & Experiential Learning Minor**

**Module Code AQTC61003**

**CRN 45139**

**External Examiner(s):** Ms. Pauline Jordan

**Internal Examiner(s):** Mr. John Pierce

**Assessment Details for Outdoor Minor CA (25%)**

*This assignment is divided into two parts:*

**Part 1 (5%):** Submission of revised and updated lesson plan after the fieldtrip on or before Monday November 23rd.

**Part 2 (20%):** Submission of report (1,000 words) on the fieldtrip on or before Monday November 23rd at 12.00pm.

*Submission method:*

- All work will be uploaded through turnitin in Blackboard.
- By submitting your work through turnitin you are declaring that your submission is your own work.

Detailed feedback, as well as a provisional grade, will be provided through Blackboard within two weeks of submission.

## Assessment Criteria

### Part 1:

- A fully completed lesson plan must be submitted for each pod. One student from each pod can email a final, agreed, copy to me before the due date.
- This final lesson plan should be edited and updated in line with your reflections and the feedback received to reflect the session you would run **next time**.

### Part 2:

Marks will be awarded for:

- The word count for the report is 1,000 words.
- Marks will be awarded for identifying and reflecting on the usefulness of this learning in other areas of the Health & Leisure programme, or in the rest of your life/career. This should not be a basic *this is what happened* story of the fieldtrip. You will get no marks for this.
- The presentation of your work should be clear and easy to follow.
- Writing should be accurate and coherent.
- Theory should be cited in your report where applicable.

**Note:** *if there are indications of plagiarism [failure to acknowledge sources of information], your work will not be marked and appropriate disciplinary action will be taken.*

### Assignment details:

This report gives you an opportunity to demonstrate your understanding of the usefulness, or not, of the outdoor and experiential learning minor and how this learning can be applied in the rest of your Health & Leisure degree, as well as in your life outside of college. This assignment allows you to demonstrate your ability to think clearly about your learning and how useful it is to your chosen career path. You must choose appropriate examples from either classes or the fieldtrip, and present this in an easy to follow manner. Your writing and presentation skills will form a major part of the assessment criteria.

### **Fieldtrip Report - Details**

- This CA is designed to assist you in making connections across the whole degree programme and, in doing so, make more sense of the material covered and how it is useful and relevant to you.
- There are marks going for your academic writing. These marks acknowledge how well you have structured your writing piece and communicated how useful and applicable, or not, this degree content is to you – how may you use this information and how can you improve your learning?
- This report should be compiled as a Word file and submitted through Turnitin in Blackboard.

### **Guidelines for Presentation of Writing**

- The fieldtrip report should be typed using Microsoft Word, in font Calibri, size 12, or equivalent, with 1.5 line spacing and standard margins.
- All sections should be clearly labelled.
- Reference list should be on a separate page at the end.
- Proof-read for accuracy before submission.

## Fieldtrip Report – Marking Scheme

<b>Feature</b>	<b>Details</b>	<b>Marks</b>
<b><i>Connecting class theory to outdoor experience</i></b>	Establishing and developing links (or not) between the theory covered in class and the experience of delivering to peers out in the park.	30
<b><i>Analysis</i></b>	Identification and discussion of connections between a range of aspects of course content, including links between theory and practice; clear explanation of links between ideas. Application of points relating to own experience. Better answers may show good insight.	30
<b><i>Content – written answers</i></b>	Relevance and depth of development of points made; clarity of explanation of points; clear evidence of reflection on course content and own experience. Could include, for example, fun, challenges, team work, and/or boring, confusing, or irrelevant aspects of the classes and fieldtrip.	15
<b><i>Presentation and style</i></b>	Clarity of organisation of CA, including ease of reading, signposting. Writing flows well and is free from errors and omissions. References are used if, or when, appropriate.	10
	Accuracy in writing/proofreading.	10
	Presentation of written answers, including layout and consistent use of font sizes/styles.	5



Assignment Rubric – Education in Aquatics 3 – Fieldtrip Report Marking Scheme

Term 1 Education in Aquatics (OEL Minor) – Fieldtrip Report Rubric						Max. Marks	Marks Awarded
	1.1	Merit 1	Merit 2	Pass	Fail		
	(100 -70%)	(69.9 - 60%)	(59.9 - 50%)	(40 – 49.9%)	(<40%)		
<b>LINKS</b>  <b>Connecting class theory and outdoor fieldtrip to H&amp;L</b>	<p>Excellent and comprehensive links articulated. Shows obvious understanding of the connections between the theory and practice of this module and others.</p> <p>Excellent and varied use of observations and literature in making connections showing obvious and precise links across modules and content and, where relevant, to own experiences.</p>	<p>Good links between theory and practice shown, with some obvious connections between this module and others.</p> <p>Very good use of observations and literature in making connections and links across modules and content and, where relevant, to own experiences.</p>	<p>A number of links between theory and practice present, though missing some key links or connections to other programme modules.</p> <p>Quite good use of observations in making connections and links across modules and content and, where relevant, to own experiences.</p>	<p>Some links described between theory and practice though a lack of connection present beyond this module, or key points missed.</p> <p>Some use of observations in making connections and links across modules and content and, where relevant, to own experiences.</p>	<p>Poor links or no specific content in assignment linking theory and practice together.</p> <p>No use of observations or literature in making connections and links across modules and content or to own experiences.</p>	<b>30</b>	
	<b>22-30</b>	<b>19-21</b>	<b>16-18</b>	<b>13-15</b>	<b>0-12</b>		
<b>ANALYSIS</b>	Thorough and precise outline of possible	Clear descriptions of	Appropriate descriptions of how	Some basic acknowledgement of	Little to no acknowledgement	<b>30</b>	

<b>Making Meaning</b>	applications of module content in other modules and/or in other Health & Leisure contexts.	content use across the programme and beyond.	and where this module's content can be used across the programme and beyond.	the usefulness of module content in Health & Leisure practice.	of the usefulness of this content to other modules and/or working in a Health & Leisure capacity.		
	<b>22-30</b>	<b>19-21</b>	<b>16-18</b>	<b>13-15</b>	<b>0-12</b>		
<b>CONTENT</b> <b>Written answers</b>	Very good exploration of topic. Points are relevant, clearly explained and well-developed.	Good exploration of topic; points are relevant, generally well-explained and quite well-developed.	Fair exploration of topic. Points broadly relevant but account of topic is quite general. Points are relevant and developed to some extent. Some points better explained than others <i>or</i> explanation is generally clear but limited.	Limited exploration of topic. Limited development of points. Some points poorly explained or superficial.	Superficial exploration of topic. Points not clearly explained in general <i>and/or</i> little/no development of points.	<b>15</b>	
	<b>12-15</b>	<b>10-11.5</b>	<b>8-9.5</b>	<b>6-7.5</b>	<b>0-5</b>		
<b>PRESENTATION AND STYLE</b> <b>Presentation of your work</b>	Clear and obvious work put into structuring and presenting this assignment. Extremely easy to follow (signposting), simple to understand, and nicely laid out.	Very good presentation. Work clearly laid out, with good direction (signposting) in all sections.	Good presentation. Work clearly laid out in general, though some sections less clear	Acceptable presentation. Some work needed to understand where different aspects were in the document. Hard to follow.	Poor presentation. Difficult to follow and some sections missing.	<b>10</b>	
	<b>7-10</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>0-3</b>		

<b>PRESENTATION AND STYLE</b>  <b>Writing skills: accuracy and coherence; proofreading</b>	Very good – excellent writing skills. Clear, coherent, very readable. Good – very good structure and signposting; Good – very good range of expression/writing flow. Limited technical errors.	Good overall writing skills. Generally good structure <i>or</i> generally good range of expression/writing flow. Readable despite some technical errors.	Fair – quite good writing skills. Variable quality structure, accuracy and signposting but meaning generally clear. Fair range of expression/writing flow.	Quite weak writing skills. General weakness in structure, accuracy and signposting but meaning is generally apparent <i>and/or</i> simplistic style. Limited range of expression/poor writing flow.	Very weak writing skills. Extensive weakness in structure and accuracy; may be difficult or impossible to discern intended meaning <i>or</i> excessive quoting and so limited evidence of own writing ability.	<b>10</b>	
	<b>7-10</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>0-3</b>		
<b>PRESENTATION AND STYLE</b>  <b>Writing skills: layout and presentation</b>	Very good layout and presentation	Good layout and presentation	Quite good layout and presentation	Fair layout and presentation	Poor layout and presentation	<b>5</b>	
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		