



# Bringing Adventure to the Classroom: Sparking the Mind Into Authentic Learning, EDUO 9763

**3 Semester Credits/Units**

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*Note: This is a Public syllabus of the course. For a fully detailed syllabus, please email the instructor.*

**Rationale:** The *Adventure Model* promotes learning experiences in which settings initiate certain responses among students: careful observation, cooperation, clear thinking and planning, persistence, and resourcefulness and adaptability. Such responses are not demanded by the environment per se, but rather the manner, in which the model forces students to interact with the environment, whether physical or academic, to determine learning outcomes. This type of learning is authentic and promotes lifelong learning among students.

## Introduction:

Welcome to Bringing Adventure to the Classroom: Sparking the mind Into Authentic Learning, EDUO 9763

This course is an independent study class that is designed to help teachers learn about and apply the *Adventure Model* of teaching into their everyday classrooms, and will end with participants creating an exciting and effective *Adventure Model* unit for their classroom.

A common thought is that “adventures” are always physical and take place in strange locales. However, this course will show how adventures can be anywhere, including the classroom, and how it can apply to any grade level and classroom while being engaging and authentic for students. Examples will be given to help teachers create their own plans and models to fit their own academic setting.

## Course Objectives

1. After completing this course, you will demonstrate or have the opportunity to:
  - A. Reflect on the *Adventure Model* through various books and online sources
  - B. Create guiding questions that foster inquiry and discussion for teaching units
  - C. Understand and apply the Socratic seminar method to *Adventure* classroom instruction
  - D. Understand and apply Habits of Mind that enhance the *Adventure Model* classroom
  - E. Integrate *Adventure Learning Model Methods* into everyday classrooms

F. Create an entire unit plan that incorporates all aspects of the *Adventure Model*, from the immersion stage to culminating project

## Grading Rubric for Coursework Assignment Numbers 1-12

Exemplary: A to A-	Acceptable: B+ to B-	Unacceptable: Must be resubmitted
The writing of submitted coursework demonstrates exceptional quality. All assignments are thoroughly completed and well organized. There are virtually no or infrequent errors in grammar, punctuation and mechanics.	The writing of submitted coursework demonstrates proficient quality. All assignments are completed and generally well organized. There are only a few errors in grammar, punctuation and mechanics.	The writing of submitted coursework, is approaching, does not demonstrate acceptable quality. One or more assignments are incomplete or missing with limited organization. There are some errors in grammar, punctuation and mechanics.
Very well organized	Generally well organized	Shows little or no organization
The assignments of submitted coursework include significant critical thinking and reflection. Numerous analytical points regarding and connections between readings and participant's professional and personal lives are made.	The assignments of submitted coursework include aspects of critical thinking and reflection. Several analytical points regarding and connections between readings and topics and participant's professional and personal lives are made.	The assignments of submitted coursework include minimal critical thinking or reflection. Few analytical points regarding or connections between readings and participant's professional and personal lives are made.
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read

## Grading Rubric for Final Unit Plan

Exemplary: A to A-	Acceptable: B+ to B-	Unacceptable: Must be resubmitted
Student's unit plan reflects all aspects of the Adventure model discussed in a high standard that would thoroughly engage students and creates a culture of learning	Student's unit plan reflects most aspects of the Adventure Model that would be beneficial to the classroom learning environment and starts to form a culture of learning	Student's unit plan lacks most of the Adventure Model concepts and fails to completely engage student learning and fails to show evidence of a learning culture
Very well organized	Generally well organized	Shows little or no organization

Submitted coursework includes clear evidence of participant developing as a professional educator and lifelong learner.	Submitted coursework includes evidence of participant developing as a professional educator and/or lifelong learner.	Submitted coursework includes limited evidence of participant developing as a professional educator and/or lifelong learner.
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read

## Required Reading and Materials and Course Resources:

1. [\*Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School\*](#) by Matt Copeland
2. [\*Habits of Mind Across the Curriculum: Practical and Creative Strategies for Teachers\*](#) by Arthur L. Costa
3. You will need access to the Internet for further research
4. **Expedition Academy** <http://www.expeditionacademy.com> This website has plenty of sources and guides to help your learning throughout the independent study and will be used to begin your thinking and understanding of the *Adventure Model*

## Course Assignments

### PART ONE: “THE HOOK” – CHOOSING YOUR OWN ADVENTURE

The *Adventure Model* is all encompassing in terms of how the learning takes place. In this section of coursework, you will look at what “adventure” really means and how you can apply the student-driven passion that adventure creates in your personal classroom.

### PART TWO: “THE CULTURE - STUDY OF THE FEEL AND LOOK IN THE ADVENTURE MODEL CLASSROOM”

This section of the coursework deals with the culture that can be established in an *Adventure Model* classroom. In order for students to be engaged, a culture of learning needs to be established and upheld. This culture must first establish relationships and relevance, and then focus on the actual learning.

### **PART THREE: “THE LESSONS: A LOOK AT ADVENTURE MODEL APPROACH TO LEARNING”**

This section of coursework deals with lessons and ideas that help foster the *Adventure* mindset. After the culture has been established, the maintenance of it comes in the form of the style of learning. The goal is to create lifelong learners, not students that can pass one test. The more verbal as well as written dialogue, the better off students will be after leaving your classroom.

### **PART FOUR: “YOUR OWN ADVENTURE MODEL UNIT: PUT IT ALL TOGETHER” Part Four:**

***The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.*** – Martin Luther King, Jr.

### **FINAL PROJECT:**

For completion of this course, you must now create an entire unit plan that you could easily follow in your classroom. Keep in mind that you do not have to get rid of “old” assignments you have used, rather find ways to integrate them into your *Adventure Model* unit. Use the “Learning Packet” from **Expedition Academy website** as a solid guide on how to complete and organize your unit plan.