

Winter Sports

2015 Draft Syllabus

Course Information

Name:	Winter Sports
Teaching Institution:	University of Minnesota
Location:	Minneapolis-Saint Paul, United States
Dates:	TBC (mid-January – early February, 2015)
Duration:	3 weeks
Course contact hours:	62 hours

Course Description and Learning Outcomes

Introduction to essential winter technical skills as they relate to outdoor leadership and programming. This course concentrates on outdoor activities that are typically done in the winter season. Material will focus on teaching students to participate, lead and instruct these skills in the outdoor classroom.

The following topics will be covered over the 3 weeks of the course:

1) Course Orientation (4 hrs)

Introductions and course overview. Assign peer instruction assignments. Group interaction and expectations. Course schedule.

Teaching topics:

Dressing for winter
Safety in cold weather

2) Ice Climbing - Sandstone, MN (7 hrs)

Teaching Topics:

Stationary site management
Ice climbing techniques
Belay instruction techniques
Effective use of transition sites

3) Snowshoeing and Nordic Skiing – U of MN Nordic Center (7 hrs)
Basic techniques, instruction and equipment. Group management and planning in the cold. Programming and teaching the common adventurer day trip experience.

Teaching topics:
Nordic Skiing
Backpacking Basics
Cooking and Meal Planning

4) Winter Camping – Afton State Park Overnight trip (16 hrs)

Teaching Topics:
Using a GPS
LNT
Knots
Improvised Shelters
Winter Cold Injuries/First Aid Kits
Trip Planning
Group Decision making process

5) Downhill Skiing and Richard Nature Center-Three Rivers Park (7 hrs)

Teaching Topics:
Downhill skiing basics

6) Ice Fishing, Kick Sledding, Winter Arts-Three Rivers Park (7 hrs)

Teaching Topics:
Basics of ice fishing and kick sledding
Art in the Outdoors

7) Fat Tire Biking and Snow Tubing (7 hrs)

Teaching Topics:
Basics of Fat Tire Winter Biking
Course design
Snow tubing

8) Dogsledding and Snocker (7 hrs)

Teaching Topics:
Basics of Dogsledding
Working with Sledding Animals
The game of Snocker (snow soccer)

Learning outcomes

Course aim: The goal of this course is introduce students to a variety of winter outdoor skills essential for any outdoor leader or programmer. Additionally, students will be required to develop and demonstrate outdoor instruction of their peers in the skill areas. The skills and knowledge will be taught through field-based experiences requiring active physical participation, peer evaluation, classroom lessons and assignments. Upon completion of the course students should be able to:

- Have a broad based understanding and demonstrated experience in a variety of winter outdoor skills including Leave No Trace practices, winter camping safety, cross country skiing, ice climbing and snowshoeing, dog sledding, ice fishing;
- Have the ability to describe and evaluate the outdoor skills of themselves and their peers;
- Critically debrief and evaluate outdoor experiences from a practitioner's point of view.

Course requirements (assessment)

Class Participation

Students will be expected to participate actively in class and field based experiences. This course will use the field experiences for dissemination of much of the information, vocabulary and technical skill development.

Class participation will be defined as: class attendance, physical participation in activities, active verbal participation in evaluating peers, and active involvement in class discussions. Missing any of the outdoor skill days will be a mandatory deduction of 15 points, missing a classroom session will be a mandatory deduction of 10 points.

Paper One

Students will be asked to write a typed 2-page, 12-pt font, Reflective Paper that analyses, critiques and reflects on one of the field based experiences in the course. These papers will require students to effectively observe the experiences while also understanding and integrating the materials covered in the class. This paper should be written from observations made over the course of the day. Written content should be narrative in format and include:

- Specific observations made during the experience (provide examples)
- 3 things you learned each as a leader AND a participant from the activity
- Successes and challenges you saw with the group activity. Think from a programmer's perspective.
- Analyze the skills you saw from those who taught and led during the day based on other materials discussed in class.

Paper Two

Students will write a 3-4 page paper about the overnight winter camping experience. This paper should reflect on the group dynamics of the class during a longer outdoor experience. Again, in narrative format include the following:

- Talk about your instruction of the skills – strengths weaknesses, did it change during the course?
- What did you enjoy most about the format of this class? What was challenging? What was frustrating?
- What will you take from this class and how will you use it in the future and beyond the classroom?
- Did you see the group dynamic develop? Cite examples.

Both written papers will be graded based on the following:

Thoroughness of addressing the items/questions in the prompt-50%

Critical thought used to express ideas and integration of class materials-20%

Examples given 20%

Technical quality (grammar, spelling, format, etc.) 10%

Peer Instruction

All students will be assigned a lesson / activity on the first day of class. These lessons should be 20-30 minutes long. You are expected to research, develop and confidently instruct and lead the topic discussion. Students are expected to research the topic area and explore other theories related to this topic. Emphasis should be placed on engaging the class in the process. You will need to adapt to the challenges of a non-traditional classroom and the challenges of teaching something of which you may not consider yourself an expert. It will be critical to summarize the research conducted and have a solid understanding of the subject matter, involve the group, and lead the discussions and questions.

Due date to be determined in class.

Grades will be based on:

Knowledge and presentation of topic-10 pts

Adapting to outdoor classroom-5 pts.

Involvement of group-5 pts.

Use of time-5 pts.

Written Exam

The exam will cover a variety of concepts, terminology and skills learned and discussed during the course. Students will be expected to learn how to learn in the outdoor classroom. The goal of the exam is for students to show the broad based understanding they have learned in the technical areas of the course. The exam is given on the last day of class in our scheduled classroom.

Australian universities may choose to request additional assessment from students, such as submitting a reflective journal, in order to approve credit transfer.

Teaching Faculty

Coordinator:

Connie Magnuson, Ph.D.
Recreation, Park and Leisure Studies Department Director, University of Minnesota

Dr. Connie Magnuson is the Director of the Recreation, Park and Leisure Studies (RPLS) program at the University of Minnesota and faculty member in the School of Kinesiology. She oversees all aspects of the RPLS Major and the Outdoor Recreation and Education Minor. Teaching, curriculum and program development, community relations, instructor supervision, student advising, and program administration are some of her responsibilities. She teaches several courses abroad including trips to Belize, Costa Rica, Kenya and Tanzania. She is the recent recipient of the University of Minnesota President's Award for Outstanding Service (2014).

Instructor:

Mitch Hoffman, M.S. Recreation Administration and Outdoor Recreation
Recreation, Park and Leisure Studies Instructor, University of Minnesota
Center for Outdoor Adventure, Program Director

Mitch Hoffman has been actively leading outdoor trips since 1998 and teaches outdoor recreation and education courses emphasizing outdoor skills such as rock climbing, ice climbing, mountain biking, Nordic skiing, winter camping in addition to conservation, sustainability, outdoor survival, cooking, first aid and Leave No Trace principles. As the Program Director he oversees all aspects of the University's Center for Outdoor Adventure programming, leader training, trip development, equipment management and rental and a wide variety of clinics and workshops. Mitch has served on the Board of Directors for the National Association of Outdoor Recreation and Education and remains actively involved in furthering the profession of collegiate outdoor recreation. Mitch is an instructor in the Outdoor Recreation and Education Minor at the University of Minnesota.

Instructor:

Alex McKinney, M.A. Outdoor Recreation
Recreation, Park and Leisure Studies Instructor, University of Minnesota
Outdoor Recreation Supervisor, Three Rivers Park District
As supervisor of the Outdoor Recreation School for Three Rivers Park District, Alex leads a team that reaches over 25,000 people annually, exposing youth and adults to new experiences in the outdoors. He is involved in a number of committees for Three Rivers Park District including employee training, master park planning, ADA reforms, winter park use, and commercial use of public lands. Through his works most recently, he has received the programming excellence award from the Minnesota Recreation and Parks Association (2014), innovative programming honorable mention award for the National Institute of Senior Centers (2014), was recognized as a Rising Alumni from

the University of Minnesota's College of Education and Human Development (2013). Alex has been featured by numerous regional new media outlets and several local news outlets for his expertise and advice on outdoor recreation and education. Alex is an instructor in the Outdoor Recreation and Education Minor at the University of Minnesota.

Attendance

Students are required to attend all lectures, outdoor skills days and practical and cultural activities that are scheduled as part of the program.

Recommended Reading

Eng, R. (ed) (2010). Mountaineering the Freedom of the Hills; 8th Edition.

Drury, J., Bonney, B., Berman, D & Wagstaff, M. (2005). The Backcountry Classroom, 2nd Edition.

Gadd, W. (2003). Ice and Mixed Climbing: Modern Technique.

Academic honesty

Students will be required to comply with University of Minnesota's policies regarding plagiarism and academic integrity.

Grading

1. Skill Assessment	5 points
2. Belay class/test	10 points
3. Class participation & attendance	50 points
4. Reflection Paper	20 points
5. Overnight Camping Paper	40 points
6. Peer Instruction Assignment	25 points
7. Written Exam	50 points
Total points	200 points

10% of the point values will be deducted from assignments that are submitted late. Missing any of the outdoor skill days will be a mandatory deduction of 15 points, missing a classroom 3 session will be a mandatory deduction of 10 points. A make up time for the missed written exam will be scheduled on an individual basis.

Available Support Services

The program is fully supported by University of Minnesota and students will have access to both academic and pastoral support. Students will have access to campus computing and library facilities to assist them with completing the program's required assessment.

Contact Information

For further information regarding this syllabus, please contact the Australian Institute for Mobility Overseas:

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