

SUPPORTING REFLECTION, EXPERIENTIAL LEARNING AND JOURNALING WITH PEBBLEPAD

Centre for Teaching Excellence
PebblePad Users Group
February 1st, 2023

LAND ACKNOWLEDGEMENT

- *I acknowledge that the University of Waterloo is located on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples.*
- *The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.*



UNIVERSITY OF **WATERLOO**



FACULTY OF HEALTH

This project was supported in part by a Learning Innovation and Teaching Enhancement (LITE) Seed Grant from the Centre for Teaching Excellence, University of Waterloo.

OUTLINE

- Overview of Course and Context
- What is Outdoor, Experiential, and Place-Based Learning?
- The First Course Offering using just D2L
- Enter Nature Journaling: What Is It and Why Did I Use It?
- Exploring the Potential of PebblePad
- Curriculum Design and Pedagogical Considerations
- How PebblePad and D2L supported Experiential Learning and Nature Journaling
- Practical Considerations
- Take Aways
- LITE SEED Grant Study
- What's next?
- Question and Answer Period

A FEW QUICK POLLS TO GET TO KNOW EACH OTHER ...



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)



OVERVIEW OF THE COURSE AND CONTEXT

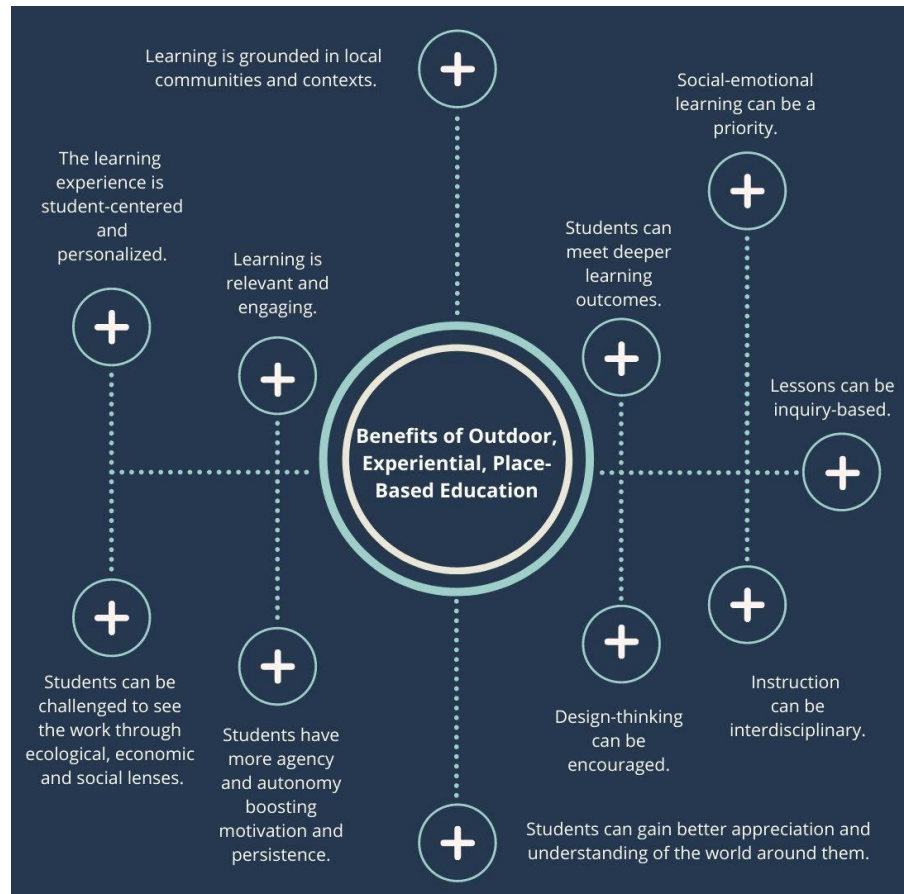
- **REC 230: Outdoor Recreation, Tourism, and the Natural Environment Course Description:**
 - The course examines human-nature relationships in leisure and tourism contexts from an interdisciplinary perspective. It integrates experiential learning with theoretical and critical inquiry to understand and analyze values, attitudes, cultures, programming, impacts, management, and contemporary issues and trends.
 - Offered as a lecture with mandatory seminar.
 - Strong emphasis on outdoor, experiential and place-based learning within the course description and historic course offerings.

- **Past course offerings:**
 - Separate summative Experiential Creative and Reflective (ECR) course assignment.
 - 10 seminars with small group in-situ debriefs.

- **My Online Course Offerings during the Pandemic:**
 - Self-directed online seminars with guided weekly reflections facilitated by PebblePad and D2L Resources.
 - Seminars as integral component of ECR Assignment.

OUTDOOR, EXPERIENTIAL, and PLACE-BASED LEARNING

- ‘Pandemic Pivot’, remote online learning, ZOOM fatigue, and higher levels of student burnout (Iglesias-Pradas, et al, 2021).
- Outdoor, experiential and place-based learning enables meaningful, personalized and culturally relevant learning by giving students ‘voice and choice’ in determining what, how, when and where they learn; tailoring learning to each students’ strengths, needs and interests; ensuring mastery of academic skills; and, promoting student agency (Getting Smart, et al., 2017).
- **BUT: how do we achieve this in an online / remote instructional environment?**



A FIRST COURSE OFFERING USING JUST D2L

- **First course offering:**
 - Fall 2020.
 - 100% online, using D2L Discussion Boards / Forums.
 - 1 Accountability / Evidence of Completion / Reflection Post.
 - 1 Peer Review Feedback Post.
 - Summative ECR Assignment not integrated with seminars, but a separate course component, per historic course offerings.

Week	Theme	Experiential Activity	Discussion Forum Post
1	Welcome Seminar	Team Building Activities	Self and Group Roles
2	Nature and Environmental Ethics	Group Discussion and Establishment of Classroom Contract	Practicalities of using Leave No Trace Ethics in Seminars
3	Place Connection	5 Senses Sit Spot	Natural Space(s) I am Connected to
4	Place Connection	Nature Scavenger Hunt	Defining Nature as a Continuum
5	Place Connection	Nature Wander	My Evolving Understanding of Place Connection
6	Communicating Nature	Storying Walk	Nature stories as Inspiration for recreation, leisure and conservation
7	Communicating Nature	Mapping Significant Sites in Nature	Maps as Storytelling
8	Communicating Nature	Drawing Nature	Art as a Means of Communicating Nature
9	Nature and Wellbeing	Adventure Activities	Seeking Peak Experiences in Nature
10	Nature and Wellbeing	Mindfulness Meditation in Nature	Therapeutic Benefits of Nature
11	Nature and Wellbeing	Breathe and Body Scan in Nature	The Impact of Being in Nature on my Wellbeing
12	Final Debrief	Groups Discussion of Highlights, Contributions, and Takeways	Transferable Skills and Lessons Learned

A FIRST ATTEMPT at ONLINE OUTDOOR, EXPERIENTIAL, and PLACE-BASED SEMINARS

- **Successes:**

- Students enjoyed the virtual scavenger hunt facilitated through the Goosechase App in Week 1
 - Great team building activity
 - Lead to comfort with peers in small group and meaningful engagement in peer review feedback process.
- Some students enjoyed the diversity of the self-directed outdoor recreation activities.
- Some students really engaged with the ECR assignment.

- **Student and Instructional Team Feedback and Reflection:**

- Weekly discussion board posts were bulky and time-intensive processes for students and for TA Seminar Facilitators.
 - Students felt they were being asked to do discussion board posts in ALL their classes.
- Some students were not comfortable doing self-directed outdoor recreation activities alone, despite safety mechanisms put in place and detailed (printable) instructions due to cultural and personal circumstances, and / or a lack of prior experience in the outdoors.
- ECR Assignment was very disconnected, limited evidence of its ability to cultivate place-connection / place-attachment because of limited emersion in and engagement with selected place.

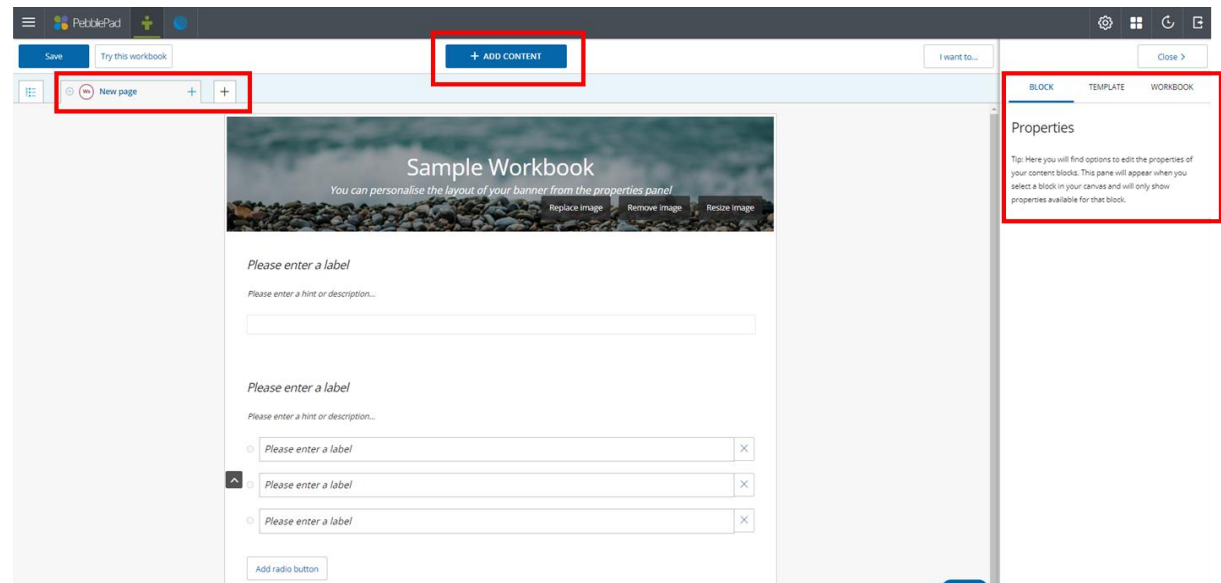
ENTER NATURE JOURNALING

- **What is it and why did I use it?**
- Nature journaling is the practice of drawing or writing in response to nature.
- Dual Triad:
 - Pictures, Words and Numbers.
 - I Notice, I Wonder, It Reminds Me of (IN, IW, IRMO).
- Emphasis on:
 - Growth mindset.
 - Nature immersion / place connection.
 - Peer-to-peer feedback centered on growth and development of nature-journaling skillset.



EXPLORING THE POTENTIAL OF PEBBLEPAD

- **What is PebblePad, and why did I use it?**
 - An e-portfolio tool and personal learning journey platform that supports reflective activities and integrative learning.
- Instructors can embed multimedia content and provide prompts to scaffold learning and reflection through custom templates or PebblePad-provided templates.
- Students provide evidence for their learning and reflect on their experiences over time.



EXPLORING THE POTENTIAL OF PEBBLEPAD

- **Attended a series of PebblePad Workshops**

- Workshop 1: Learned about the basics of PebblePad Workbooks' functionality, design, and types of use in other courses.
- Workshop 2: Learned about peer feedback, marking, and other forms of assessment with PebblePad Atlas.
- PebblePad Design Café: Opportunity to work on specific elements of designing your own course components using PebblePad (e.g. custom workbook and Atlas integration).

- **Reached out to form a partnership with Centre for Teaching Excellence**

- Faculty Liaison and Senior Educational Developer - Integrative & Experiential Learning
- LITE Seed Grant Application
- SoTL Workshop Series

- **Online Learning Assistants (OLAs)**

- Undergraduate Students hired in Summer 2021

- **Academics**

- Knowing the seminar was allocated Teaching Assistants helped with the planning and implementation.
- Course Instructor's subject matter expertise was essential to the development and design of the assignments and Workbook

CURRICULUM DESIGN CONSIDERATIONS

▪ Course ILO Modifications:

- **NEW ILO:** Upon successful completion of the course, students will be able to facilitate asynchronous, active and collaborative, learning experiences through weekly seminars and peer review feedback.

▪ Course Content Modifications:

- Weekly Course Lecture Themes were aligned with activities and reflections in the Weekly Seminars.

▪ Seminar Modifications:

- Developed weekly seminar audiocast, transcript, printable 'field guide', peer review feedback guide and rubric, and PebblePad workbook elements.

Week	Lecture	Seminar Structure			
	Theme	Theme	Experiential Activity	PebblePad Reflection	Peer Review Feedback Focus
1	Welcome, Introductions, Overview of Course	Introduction to Nature Journaling	Compile your Nature Journaling Toolkit	Why I Choose the Items in My Toolkit and How it May Change over the Semester	Practical considerations for your Nature Journaling Toolkit
2	Nature and Environmental Ethics	Nature and Environmental Ethics	Choosing Your Place	How I will Employ Leave No Trace Ethics when Visiting My Place	Practical considerations for visiting your place over the course of the semester
3	Place and History	Place Connection	Nature Journaling Activity #1: I notice..., I wonder..., It Reminds Me Of...	Employing a Growth Mindset in Nature Journaling	Cultivating a Growth Mindset; Building Nature Journaling Skills
4	Ecotourism and Community	Place Connection	Nature Journaling Activity #2: To Each Its Own	Questioning the "done" in Nature Journaling	Cultivating a Growth Mindset; Building Nature Journaling Skills
5	Indigenous Land Sovereignty and Settler Colonialism	Place Connection	Nature Journaling Activity #3: Comparison	Directed attention and my evolving sense of place	Cultivating a Growth Mindset; Building Nature Journaling Skills
6	Social, Cultural and Psychological Dimensions of Outdoor Recreation and Nature-Based Tourism	Storying Nature	Nature Journaling Activity #4: Poetry of Place and Moment	Art as a Means of Communicating Nature	Using Nature Journaling Skills to tell the Story of Your Place
7	Economic Dimensions of Outdoor Recreation and Nature-Based Tourism	Storying Nature	Nature Journaling Activity #5: Event Comic or Movie Storyboard	Nature stories as Inspiration for recreation, leisure and conservation	Using Nature Journaling Skills to tell the Story of Your Place
8	Climate Change	Storying Nature	Nature Journaling Activity #6: Maps as Story Telling	Maps as Storytelling	Using Nature Journaling Skills to tell the Story of Your Place
9	Parks, Protected Areas, and Wilderness Management	Nature and Wellbeing	Nature Journaling Activity #7: Sit Spot	Nature Immersion and Emotional Regulation	Using Nature Journaling to Connect to Self and Nature
10	Wildlife Tourism	Nature and Wellbeing	Nature Journaling Activity #8: Soundscape Maps	Therapeutic Benefits of Nature Sounds and Wildlife Interactions	Using Nature Journaling to Connect to Self and Nature
11	Nature and Restoration	Nature and Wellbeing	Nature Journaling Activity #9: Zoom In, Zoom Out	The Impact of Being in Nature on my Wellbeing	Using Nature Journaling to Connect to Self and Nature
12	Current Issues in Outdoor Recreation, Tourism, and the Natural Environment	Bringing it Together, Creatively	Final Debrief: Creating a 'Creative and Reflective' work that summarizes your Experience of Place	Transferable Skills and Lessons Learned	Bringing it all together to reflect on the holistic experience



CURRICULUM DESIGN CONSIDERATIONS

- **ECR Assignment Modifications**

- **Modified to a Scaffolded Portfolio Assignment instead of a separate activity.**
- **Experiential: PebblePad Portfolio (40% of ECR assignment's total weight)**
 - 11 weekly nature journaling seminar activities and Peer Review Feedback
- **Creative: Final Creative Piece (10% of ECR assignment's total weight)**
 - A creative / expressive output that summarizes their seminar experiences
- **Reflective: Essay (50% of ECR assignment's total weight)**
 - Reflects on the meaning and significance of their nature journal activities as a form of outdoor recreation and as outdoor, experiential, place-based experiences.

HOW PEBBLEPAD AND D2L SUPPORTED EXPERIENTIAL LEARNING AND NATURE JOURNALING

The screenshot displays the PebblePad Portfolio interface. On the left, a sidebar contains a search bar and a 'Table of Contents' with the following items: Overview, Bookmarks, Course Schedule, Table of Contents (92), The Instructional Team (1), Course Documents (6), Assignments (5), Course Discussions (2), Lectures (41), Seminars (37), **PebblePad Portfolio (4)**, PebblePad How To Guides (1), and PebblePad Walk Through Videos. The main content area is titled 'PebblePad Portfolio' and includes a search bar, 'Print' and 'Settings' buttons, and a description: 'In this section, you will find all of the PebblePad resources needed to be successful in your outdoor experiential Seminar nature journaling activities this semester.' Below this are buttons for 'Upload / Create', 'Existing Activities', and 'Bulk Edit'. The resource list includes: 'Nature Journaling PebblePad Workbook' (Web Page), 'PebblePad Atlas' (External Learning Tool), 'PebblePad Pebble+ Dashboard' (External Learning Tool), and 'PebblePad How To Guides'. A red box highlights the 'PebblePad Portfolio' item in the sidebar.

▪ PebblePad and D2L Integration

- LEARN and PebblePad are synched through LTI links.
- Easy to navigate for students with single login.

▪ PebblePad / Atlas

- PebblePad Workbook supported documenting and reflecting on Seminars.
- Small Groups were created as Sets in ATLAS for Peer Review and TA marking.

▪ D2L

- Housed course and seminar info.
- Peer Group Introduction Posts (bonus assignment in Week 1 and 2).
- Ask your TA and Instructor FAQ pages.
- Posted Weekly Seminar Audiocast and Transcript.
- Posted printable 'Field Guides' for seminars.
- Housed all course materials (syllabus, lecture and seminar schedules), assignment guides, video walkthroughs, rubrics, grades / gradebook, and droboxes.

PRACTICAL CONSIDERATIONS: LOGISTICS

Timing

- **Monday:**
 - Lectures (live or posted recording depending on the semester)
 - Live on course website at 8:30 am:
 - Seminar Audiocast and Transcript
 - Printable Seminar Instructions or 'Field Guide'
 - Live in PebblePad at 8:30 am
 - Workbook Instructions and Worksheet
 - Peer Review Feedback from prior week
 - Peer Review Space for Current week
- **Wednesday:**
 - Grades from previous week's Peer Review Feedback posted by 4:30 pm in D2L Gradebook
- **Friday**
 - PebblePad Nature Journal entry due by 12 noon.
- **Sunday**
 - Peer Review Feedback due in ATLAS by 11:59 pm

Supports

- **D2L:**
 - Announcements
 - Calendar reminders
 - Weekly Checklist
 - Rubrics
 - Gradebook
- **PebblePad**
 - ATLAS Peer Review Sets

PRACTICAL CONSIDERATIONS: FRONT LOADED WORK REQ'D

- **This is substantial, but should not put you off developing your own purpose built PebblePad Workbook.**

- **Things that made it easier:**
 - Familiarity with Nature Journaling.
 - Support from CTE and OLAs.

- **My design process was “bulky”:**
 - I designed everything outside of PebblePad and then has the OLAs import it into the template that Natalie and I created.
 - This added unnecessary steps to the process, but reflected my initial lack of familiarity with PebblePad and the time constraints of preparing a whole new instructional process and set of assignments in 2 months while also actively teaching.

PRACTICAL CONSIDERATIONS: WORKBOOK DEVELOPMENT

- **Needed:**

- Printable activity instructions so that students wouldn't complete their workbook pages at their place and be immerse in technology while on-site.
 - Workbook needed to have places to upload photos of the physical journal pages.
- Uniform look and feel as students navigated through the workbook, but connection to weekly focus, goals, and content.
 - 1 folio section per week.
 - 1st page instructions.
 - 2nd page worksheet.
- Detailed instructions and expectations for how to complete the workbook sheets.
 - Embedded examples throughout the instructions AND worksheet.
- Places to reflect on:
 - Activity, experience(s) of being nature / at their place, and to explain integration / adoption of peer review feedback.

WEEK 1: Nature Journaling Toolkits

The screenshot shows a PebblePad course page for 'Introduction to Nature Journaling'. The page title is 'Introduction to Nature Journaling: A Quick Guide to this Semester's Experiential Activities'. Below the title, a quote reads: 'NATURE JOURNALING IS AN EXTREMELY EFFECTIVE AND ENGAGING WAY TO TEACH OBSERVATION, CURIOSITY, AND CREATIVE THINKING. - JOHN MUIR LAWS & EMIILY LYGREN'. The page includes a section titled 'This Week at a Glance:' with a bulleted list of topics, tasks, focus, objectives, submission due dates, and peer feedback due dates. A 'Hello!' section welcomes participants to the REC 230 Experiential Seminars, describing the course's experiential nature journaling activities. The browser's address bar shows the PebblePad URL, and the taskbar at the bottom indicates a temperature of -7°C and the date 2023-01-31.



WEEK 2: Place Selection

Workbook Instructions

The screenshot shows the 'View Asset' interface in PebblePad. The browser address bar shows 'app.pebblepad.ca/spa/#/viewer/WdGzhRRH...'. The navigation menu includes 'Contents', 'Week 1', 'Week 2', 'Week 3', 'Week 4', 'Week 5', 'Week 6', 'Week 7', and 'Week 8'. The main content area features a header image with the title 'Choosing Your Place' and subtitle 'A Guide to Selecting 'Your Place' for the Experiential Activities'. Below the header, there is a quote: 'NATURE IS MORE THAN PRISTINE WILDERNESS. IT IS ALL AROUND US, FROM RANCH LAND TO URBAN PARKS, COMMUNITY GARDENS TO BACKYARDS, SCHOOL PLAYGROUNDS TO NATIONAL FORESTS. NATURE JOURNALING IS ABOUT OBSERVING WHATEVER IS IN FRONT OF US. EACH LOCATION IS A DIFFERENT OPPORTUNITY FOR LEARNING. - JOHN MUIR LAWS & EMILIE LYGREN'. A section titled 'This Week at a Glance:' contains a list of details: Topic: Nature and Environmental Ethics; Task: Select your place; Focus: Leave No Trace Environmental Ethics; Objective: Identify the place you will visit each week for your Weekly seminars. This will also be the place you will reflect on in your Experiential, Creative, and Reflective (ECR) Assignment; Submission Due: Friday, May 13th, 12noon [Eastern]; Peer Feedback Due: Sunday, May 15th, 11:59pm [Eastern]. At the bottom, there is a section titled 'Selecting Your Place' with the instruction: 'You need to find a place that is accessible to you for the duration of the semester (changes in regional COVID-19 lockdown)'. There is also an 'Edit this asset' button in the top left corner.

Fillable Worksheet

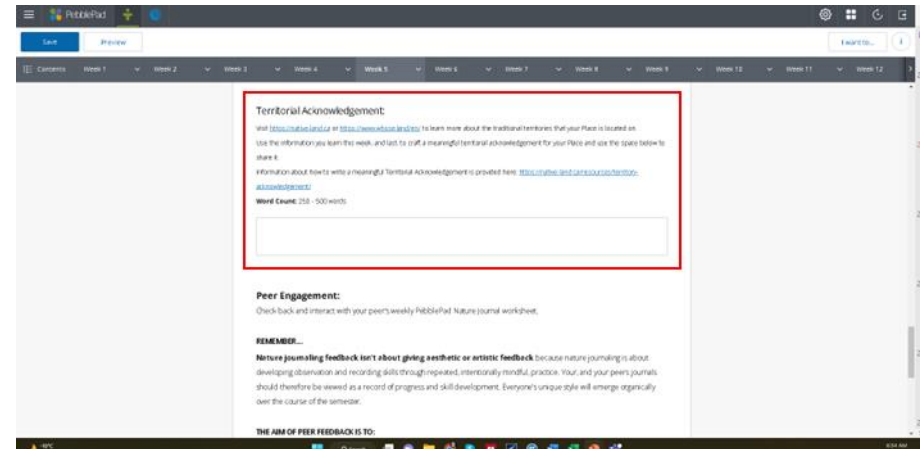
The screenshot shows the 'Edit Workbook' interface in PebblePad. The browser address bar shows 'app.pebblepad.ca/spa/#/workbook/WdGzhR...'. The navigation menu is the same as in the previous screenshot. The main content area features a header image with the title 'Select Your Place' and three buttons: 'Replace image', 'Remove image', and 'Resize image'. Below the header, there are three sections: 'Your Name:' with a text input field and the instruction 'Please provide your first and last name, as it appears in LEARN, and if applicable a nickname or other preferred name.'; 'Date:' with a date picker and the instruction 'Please select the date you first visited your place.' and radio buttons for 'Single date', 'Add an end date', and 'Ongoing'; 'Description:' with a text input field and the instruction 'Describe your place. Include the location, how you travel there from your place of residence, and the season where you are (fall or spring- depending on whether you are in the Northern or Southern hemisphere). Word Count: 150 - 250 words.' At the bottom, there is a 'Rationale:' section with a text input field and the instruction 'Describe why you chose your place, including why it may already be a personally meaningful place to you.' There are 'Save' and 'Preview' buttons at the top left of the content area, and an 'I want to...' button at the top right.

WEEK 5: Territorial Acknowledgement

Lecture Content and Crossover Information

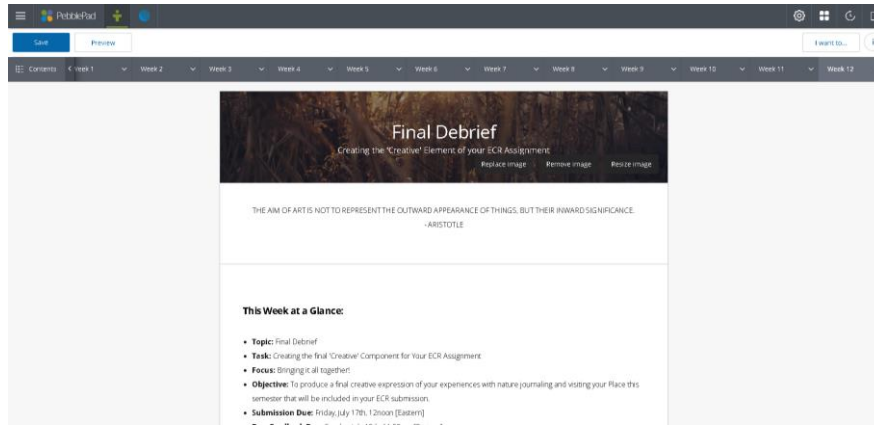
- Lecture: *Understanding the Intersection of Indigenous Land Sovereignty and Settler Colonialism with Outdoor Recreation, and Nature-Based and Adventure Tourism*
- Topics ranged from theory to current issues to practical information students could actively employ to address the issues.

Seminar and PebblePad Workbook



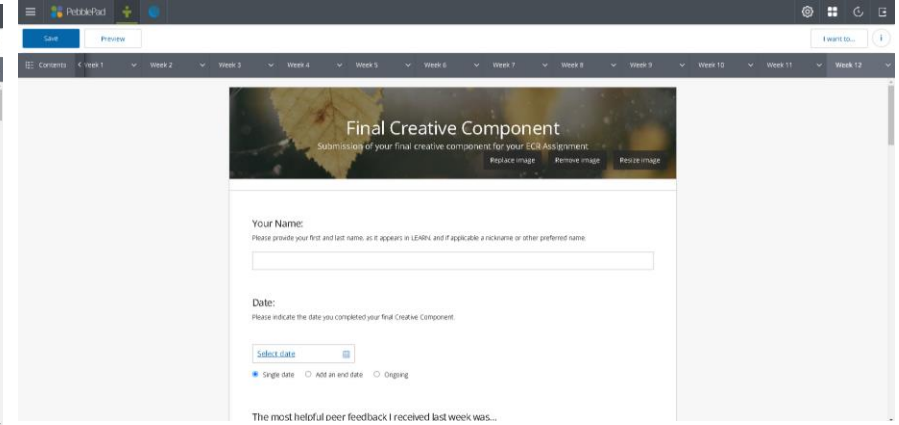
- Additional resources on D2L:
 - Podcasts
 - Recorded Webinar
 - Blogs and non-academic articles from outdoor sport magazines
 - Links to Indigenous TikTok Influencer Videos
 - Links to Native Land and Whose Land
 - Links to Inclusive Outdoor Advocates and Groups
 - Movies

WEEK 12: The Final Debrief and Creative Component



The screenshot shows the PebblePad interface for the 'Final Debrief' assignment. The header includes 'Save' and 'Preview' buttons, and a navigation menu with 'Contents' and 'Week 1' through 'Week 12'. The main content area features a dark header image with the title 'Final Debrief' and the subtitle 'Creating the "Creative" Elements of your ECR Assignment'. Below the header, there are three 'Replace image' buttons. The main text reads: 'THE AIM OF ART IS NOT TO REPRESENT THE OUTWARD APPEARANCE OF THINGS, BUT THEIR INWARD SIGNIFICANCE. -ARISTOTLE'. A section titled 'This Week at a Glance' contains a bulleted list of details:

- **Topic:** Final Debrief
- **Task:** Creating the final "Creative" Component for your ECR Assignment
- **Focus:** Bringing it all together!
- **Objective:** To produce a final creative expression of your experiences with nature journaling and using your Place this semester that will be included in your ECR submission.
- **Submission Due:** Friday, July 17th, 12noon (Eastern)



The screenshot shows the PebblePad interface for the 'Final Creative Component' assignment. The header includes 'Save' and 'Preview' buttons, and a navigation menu with 'Contents' and 'Week 1' through 'Week 12'. The main content area features a dark header image with the title 'Final Creative Component' and the subtitle 'Submitting your final creative component for your ECR Assignment'. Below the header, there are three 'Replace image' buttons. The main content area contains a form with the following fields:

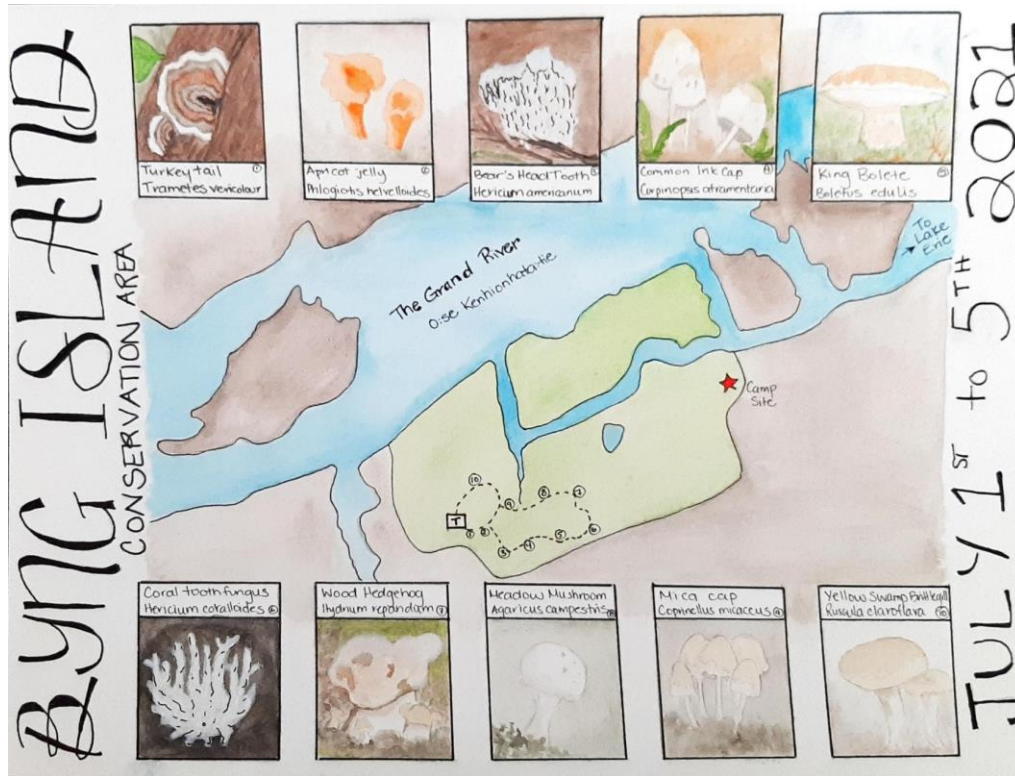
Your Name:
Please provide your first and last name, as it appears in LEARN, and if applicable a nickname or other preferred name.

Date:
Please indicate the date you completed your final Creative Component.

Single date Add an end date Ongoing

The most helpful peer feedback I received last week was...

WEEK 12: The Final Debrief and Creative Component



WEEK 12: The Final Debrief and Creative Component

Getting Up for the ECR Assignment Submission

Jun 21, 2022 1:00 PM

Hi Everyone,

As we approach the end of the semester, its time to start preparing for the submission of your Experiential Creative and Reflective (ECR) Assignment.

Here are a few high-level things to keep in mind:

- Due Date:
 - Tuesday July 26th, 2022, 11:59am (Eastern)
- Assignment Grading:
 - 100 points total
 - Worth 35% of your final grade
- Assignment Components
 - There are three components of this assignment:
 1. A PebblePad Portfolio Workbook with 11 entries spaced across the semester;
 2. A creative / expressive component is submitted via Week 12 of your PebblePad Portfolio Workbook; and
 3. A 5-page essay (1.5 spaced), which must include a minimum of six (6) academic references submitted to Dropbox on LEARN.
- Component Weighting:
 1. Experiential Component:
 - Worth 40% of the assignment, or 40 points total
 2. Creative Component
 - Worth 10% of the assignment, or 10 points total
 3. Reflective Component:
 - Worth 50% of the assignment, or 50 points total

The following Audio-cast and attached transcript (document attached to this announcement) provides overarching information, and an overview of the assignment, including its due date, weighting of the three parts, expectations for the overarching assignment, and how to prepare your Portfolio for submission with your ECR assignment.

[REC 230 - PebblePad Feedback Audio-cast.m4a](#)

This video provides a walkthrough of the assignment's three parts, including its due date, weighting of the three parts, expectations for the overarching assignment, and for each of its component parts.



A second walkthrough, of how to submit PebblePad Portfolio along with the digital copy of your essay will be provided after consultation with the Centre for Teaching Excellence and PebblePad.

Additional resources, including a detailed rubric and assignment outline, to help you succeed on this assignment are provided under the following pathway:

- Content --> Table of Contents --> Assignments --> Experiential Creative and Reflective (ECR) Assignment

I hope that this information will be helpful to you in preparing and submitting your creative assignment.

Best wishes,

Kelsey

Attachment(s)

[Overarching PebblePad Seminar Feedback.docx](#) (93.77 KB)

FAQ: Can I edit my Nature Journal Before the ECR Submission?

Jul 4, 2022 8:30 AM

Hi Everyone,

Since posting the ECR Assignment overview, I've received a number of inquiries from students asking whether they can edit previously completed PebblePad Submission.

The short answer is NO.

Here's why: the objective of the journal is to demonstrate progress NOT perfection - if you go back and edit your entries to "perfect" them you will not be able to demonstrate your progress, how you have incorporated peer feedback / where the peer feedback comes from, or how you have adapted a growth mindset. You will lose marks for this.

What if I missed a week?

If you have missed a week, you can go back and do the week retrospectively HOWEVER, you **MUST** be sure that you include the *actual date* that you did the activity on your Submission and reflect on how doing them late / out of order may have / be impacting your ability to connect to your Place. You will NOT lose marks for this [E] you are honest about when you completed the outstanding work and reflect on its impact.

What if I missed a section in a week (e.g. the Traditional Territories Acknowledgement) but did the rest of the week's Submission?

If you have missed a section in any given week, you can go back and do the section retrospectively HOWEVER, you **MUST** be sure that you include the *actual date* that you did the section of the activity on your Submission and reflect on how doing it late / out of order may have / be impacting your ability to connect to your Place and maximize the opportunities for learning provided that week. You will NOT lose marks for this [E] you are honest about when you completed the outstanding work and reflect on its impact.

I hope that clarifies things, but if anyone has questions, please feel free to use the [FAQ Discussion Board Thread](#) I've set up on the topic.

Cheers,

Kelsey

Video Walkthrough: Submitting your ECR Assignment

▼

Kelsey Johansen posted on Jul 18, 2022 10:30 AM • Edited

Hi Everyone,

As we approach the July 26th, 2022 (11:59pm Eastern) deadline for submitting the ECR Assignment, I wanted to provide a quick video walkthrough of how to submit your assignment, including generating the URL link to your PebblePad portfolio.

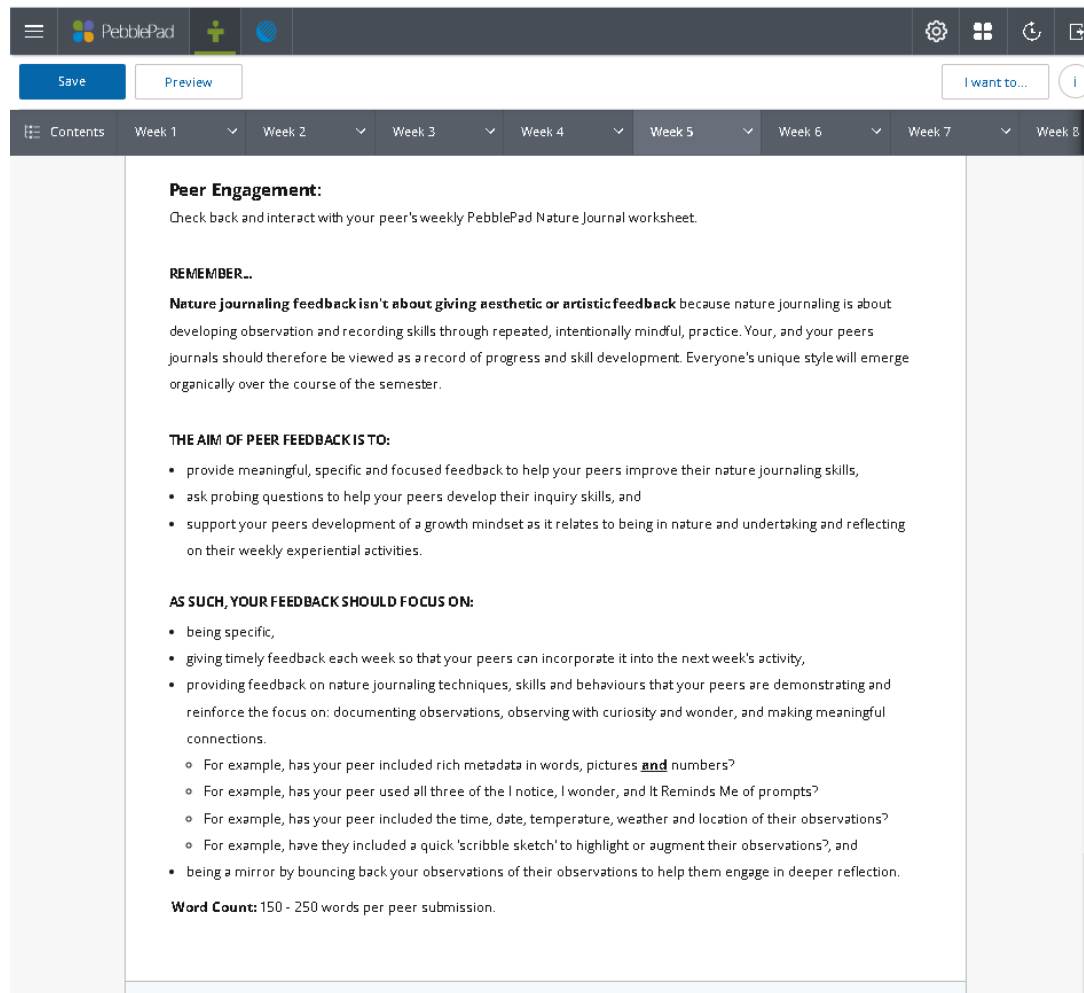


I hope that this is helpful. I am looking forward to reviewing your submissions.

Best wishes,

Kelsey

PRACTICAL CONSIDERATIONS: PEER REVIEW FEEDBACK



The screenshot shows a PebblePad workspace with a top navigation bar containing icons for home, PebblePad, a plus sign, a blue circle, settings, a grid, a refresh icon, and a share icon. Below the navigation bar are buttons for 'Save', 'Preview', and 'I want to...' with an information icon. A secondary navigation bar shows a 'Contents' menu and a list of weeks from Week 1 to Week 8, with Week 5 selected. The main content area is titled 'Peer Engagement:' and includes the following text:

Peer Engagement:
Check back and interact with your peer's weekly PebblePad Nature Journal worksheet.

REMEMBER...
Nature journaling feedback isn't about giving aesthetic or artistic feedback because nature journaling is about developing observation and recording skills through repeated, intentionally mindful, practice. Your, and your peers journals should therefore be viewed as a record of progress and skill development. Everyone's unique style will emerge organically over the course of the semester.

THE AIM OF PEER FEEDBACK IS TO:

- provide meaningful, specific and focused feedback to help your peers improve their nature journaling skills,
- ask probing questions to help your peers develop their inquiry skills, and
- support your peers development of a growth mindset as it relates to being in nature and undertaking and reflecting on their weekly experiential activities.

AS SUCH, YOUR FEEDBACK SHOULD FOCUS ON:

- being specific,
- giving timely feedback each week so that your peers can incorporate it into the next week's activity,
- providing feedback on nature journaling techniques, skills and behaviours that your peers are demonstrating and reinforce the focus on: documenting observations, observing with curiosity and wonder, and making meaningful connections.
 - For example, has your peer included rich metadata in words, pictures **and** numbers?
 - For example, has your peer used all three of the I notice, I wonder, and It Reminds Me of prompts?
 - For example, has your peer included the time, date, temperature, weather and location of their observations?
 - For example, have they included a quick 'scribble sketch' to highlight or augment their observations?, and
- being a mirror by bouncing back your observations of their observations to help them engage in deeper reflection.

Word Count: 150 - 250 words per peer submission.



PRACTICAL CONSIDERATIONS: PEER REVIEW FEEDBACK

• Why might there be a space for 2 or 3 leaves?
• Why might there be a space for 2 or 3 leaves?
• How do you know that the plant is a tree?
• Are there any other things that you could be looking for in your nature journaling?

Sample of Week 5 Activity Scribble Sketches and Peer Feedback

2 SIMILAR BUT DIFF OBJECTS - CONSIDER + CONSIDER
FRUIT, SEEDS, AND SKIN, AND BARK

- POINT ON BOTTOM
- SEEDS
- I WONDER IF THERE ARE APPLES
- SKIN + SEEDS WITH A POINT ON THE TOP + SEEDS + YELLOW SKIN

- SKIN AL
- NO LEAVES ON BOTTOM
- SKIN OF COLETT BARK
- A SHARP POINT ON INSIDE
- LEAVES GREEN LIGHT GREEN SKIN + SEEDS

I WONDER IF THE SEEDS WILL RIPEN/WAVE
WILL THEY HAVE BROWN SEEDS
ARE THESE THE FIRM SEEDS THIS TREE
HAS PRODUCED - IF SO, WHY

Sample of Peer Review Feedback

This is a really good sketch of 2 objects. The sketch highlights the similarities and differences observed by the reviewer, including the fruit, the skin, and the seeds.

Sample of Feedback to the student

Consider that you did not put the stem, the leaves, and whether on your nature journaling page. Including the stem will be helpful and more interesting as you get to see how the stem works and how it fits with the fruit.

Consider that you do not mention the color of the fruit. Highlight the color of the fruit and the color of the skin. You can also mention the color of the seeds and the color of the skin.

Consider that the sketch is not a drawing of a tree. Consider if you could use more than one sketch to show the different parts of the tree, including the leaves and the bark.

Consider if you could use your observations to see what other things you could be looking for in your nature journaling. Your nature journaling page should be a record of the observations you make, and the things you see and hear. Consider the things you see and hear.

Peer Engagement

Consider that you did not put the stem, the leaves, and whether on your nature journaling page. Including the stem will be helpful and more interesting as you get to see how the stem works and how it fits with the fruit.

Consider that you do not mention the color of the fruit. Highlight the color of the fruit and the color of the skin. You can also mention the color of the seeds and the color of the skin.

Consider that the sketch is not a drawing of a tree. Consider if you could use more than one sketch to show the different parts of the tree, including the leaves and the bark.

Consider if you could use your observations to see what other things you could be looking for in your nature journaling. Your nature journaling page should be a record of the observations you make, and the things you see and hear. Consider the things you see and hear.



PRACTICAL CONSIDERATIONS: PEER REVIEW FEEDBACK

The screenshot displays the PebblePad interface. On the left, a student's submission is visible, titled "I notice, I wonder, It reminds me of..." under "Experiential Activity Week #3". The submission includes fields for "Your Name:", "Date:", and "The most helpful peer feedback I received last week was...", each followed by a redacted area. A "Word Count: 150 - 250 words:" label is also present. On the right, a "FEEDBACK" panel shows a list of comments. The comments are organized by month: November 2021 and October 2021. Each comment entry includes a user profile picture (redacted), a timestamp, and a link to the submission. For example, one comment is dated "at 23:11, 05-Dec-2021 on Activity 12 Submission" and another is dated "at 23:28, 28-Nov-2021 on Activity 11 Submission". Each comment is followed by a large redacted area, likely containing the feedback text. The interface also shows navigation tabs for "FEEDBACK", "COMMENTS", and "PROGRESS", and a search bar at the top of the feedback panel.

PRACTICAL CONSIDERATIONS: IN-SEMESTER SUPPORTS

- Course Discussions 2
Begins September 8
- Lectures 41
- Seminars 37
Begins September 8
- PebblePad 4
Portfolio
Begins September 8
- PebblePad How To Guides 1
- PebblePad Walk Through Videos**
- How to Give Peer Review Feedback

The screenshot shows a Blackboard course page for REC 230 - Fall 2021. The page includes a navigation menu with options like Course Home, Content, Grades, Connect, Submit, Resources, and Help. A prominent banner at the top reads "REC 230 - Fall 2021". Below the banner, there is a "UW Mental Health Widget" with a "NEED HELP?" message and a link to mental health resources. To the right, an "Announcements" section features a post titled "Updated Peer Review Sets" by Kirby Johnson, dated Sep 22, 2021, 10:40 AM. The announcement text states: "Hi Everyone, Yesterday marked the end of the add/drop (revision) period for Fall 2021. We've seen a bit of change over in our enrolment with some students dropping and others adding the course. As such, a few of the Peer Review Sets had 3 or less people, making it a challenge to provide and receive meaningful feedback in a timely manner. As a result, the following Peer Review Sets have been modified, and their group members re-distributed among the other Peer Review Sets in their home Seminar Group:". At the bottom of the page, a video player is visible, showing a progress bar at 0:00 / 2:36.

PRACTICAL CONSIDERATIONS: FORMATIVE ASSESSMENT

- Workbooks were assessed at the end of the term as a part of the ECR Assignment.
 - This allowed students to focus on progress, rather than perfection, and cultivating a growth mindset.
- Weekly Peer Review Feedback provided in Atlas were assessed as formative assessments.
 - Peer review feedback was worth 20% of the students final grade, or 2% per week for 10 out of the 12 weeks.
 - Students received their grades by Wednesday, and needed to post their next peer review feedback by Sunday evening. This allowed them to improve their feedback giving, and therefore grades, each week.
 - Peer Review Feedback was assessed to ensure minimal “virtual high-fiving” happened, and that comments provided supported the authors continued growth and development of their nature journaling skill set as well as the growth and development of feedback providers.
 - Overarching Rubric on D2L, plus TAs provided with an excel sheet to make it easier to mark within Peer Review Sets in ATAS as marking in ATLAS and exporting to D2L Gradebook was time prohibitive and bulky.

Nature Journaling Peer Review Feedback Rubric

Course: REC 230 - Spring 2022

Criteria	Admirable 1 point	Satisfactory 0.5 points	Incomplete 0 points	Criterion Score
Actionable and Timely Feedback	Student's peer review feedback comments are easily actioned by peers. Feedback is submitted by the weekly deadline (11:59pm Sunday).	Student's peer review feedback comments can be actioned by peers with difficulty. Feedback is not submitted by the weekly deadline (11:59pm Sunday).	Student's peer review feedback comments cannot be actioned by peers and are not submitted by the weekly deadline (11:59pm Sunday).	/ 1
Fostering a Growth Mindset	Student's peer review feedback comments do an exceptional job fostering a growth mindset by using the provided prompts and avoiding aesthetic or artistic feedback.	Student's peer review feedback comments do a good job fostering a growth mindset by mostly using the provided prompts; some aesthetic or artistic feedback provided.	Student's peer review feedback comments do little to foster a growth mindset by focusing on aesthetic or artistic feedback and not making use of the provided prompts.	/ 1
Constructive and positive interaction	Student's peer review feedback comments are positive and constructive, productively advancing their peers nature journal skills.	Student's peer review feedback comments are positive and mostly constructive, somewhat advancing their peers nature journal skills	Student's peer review feedback comments are disparaging or neither constructive nor appropriate, and do not advance their peers nature journal skills.	/ 1
Frequency of peer review feedback	Student has provided peer review feedback to 2+ peers.	Student has provided peer review feedback 1 peer.	Student has not provided peer review feedback any of their peers.	/ 1
Depth of peer review feedback	Students peer feedback exhibit the requisite depth and breadth (200 - 250 words).	Students peer feedback mostly exhibits the requisite depth and breadth (150 - 200 words).	Students peer feedback does not exhibit the requisite depth and breadth (less than 150 words).	/ 1

Total / 5

Overall Score

Exceptional 4 points minimum	Admirable 3 points minimum	Satisfactory 2.5 points minimum	Needs Improvement 1 point minimum	Incomplete 0 points minimum
---------------------------------	-------------------------------	------------------------------------	--------------------------------------	--------------------------------

PRACTICAL CONSIDERATIONS: SUMMATIVE ASSESSMENT

- **Experiential Component – PebblePad Portfolio**

- Repeated iterative process and evidence of completion;
- Use of Nature-Journaling Dual triad;
- Growth Mindset;
- Clarity of Communication; and
- Peer Feedback Incorporated each Week.

- **Creative Component – Creative Output**

- Documents experience in creative way;
- Reflects on Experience in a Creative and Personally Meaningful Way;
- Growth Mindset Evident; and
- Clarity of Communication.

- **Reflective Component – Essay**

- All Required Components included (intro, reflection on outdoor recreation, reflection on nature journaling, influence of outdoor recreation / nature immersion on worldview, lessons transferred to broader context and connections to academic literature, conclusion);
- Description of Experience and Creative Components;
- Structure, Organization, Depth, Breadth and Length requirements met / exceeded;
- Writing Style (Spelling, grammar and APA Formatting); and
- Research and Referencing (incorporates a minimum of 6 academic sources into reflection).

REC 230
Fall 2021
ECR Assignment

ECR (Experiential, Creative, and Reflective) Assignment Rubric

Student Name:

Student Number:

ECR Title:

Total marks received for each component

Component	Comments	Mark Earned	Total Value
Experiential Component (Nature Journal) • 11 Worksheet entries, one page each, completed in PebblePad including associated file uploads • Content of journal entries meet identified expectations • Clarity of Communication • As per mark breakdown in LEARN.			40
Creative Component • 1 Worksheet entry, one page, completed in PebblePad including associated file uploads • Content meets identified expectations • Clarity of communication • As per mark breakdown in LEARN.			10
Reflective Component (Essay) • As per mark breakdown in LEARN.			50

TOTAL OVERALL SCORE: ___ / 100

FINAL GRADE: ___ / 35

General Comments:



TAKE AWAYS ...

- PebblePad offers many features that can be used to create an engaging workbook.
- High level of student engagement throughout the semester.
- Students appreciated being able to download their entire Workbook as an exportable artefact at the end of term which they could keep as a record of learning.
- Several students participated in the 2022 International Nature Journaling week tagging the course online with the hashtag #UWREC230.
- Some students experienced technical issues at the beginning of the semester when they enrolled late – be aware of this potential and build in safeguards.

LITE SEED GRANT STUDY

- **Nature Journaling and Online Experiential Learning Seminars: Fostering Place Attachment while Promoting Pro-Environmental Attitudes and Nature Stewardship among University Students using PebblePad.**
- **Methods:**
 - Pre- and post-test surveys
 - Qualitative assessment of student's ECR assignments.
- **Challenges:**
 - Timelines of grant notification and REB office deadline for ethics applications for Fall 2021 semester.
 - Student buy-in and support for the research, low response rate on surveys but high rate of permissions granted to thematically analyze students work.
 - Likely due to lack of additional work required on the part of the participating student.

What's Next?

▪ Conference Presentations

- **Johansen, K., & Chow, N.** (2022). *Collaborating with Academic Support Units: Partnerships in Pedagogy, Praxis, and Research to Support Online, Experiential, and Place-Based Learning*. At the 13th Annual University of Waterloo Teaching and Learning Conference: Fostering Partnerships in Pedagogy, University of Waterloo, Waterloo, Canada, April 27th and 28th, 2022 [online].

▪ Forthcoming Publications

▪ SCHOLE: A Journal of Leisure Studies and Recreation Education

- **Johansen, K. & Chow, N.** (under review). Partnerships in Pedagogy: Towards Online Place-Based Education in Outdoor Recreation.
 - *Minor revisions completed. Awaiting notification of acceptance.*

▪ In Preparation

- **Johansen, K., Panse, G. & Chow, N.** (in preparation). Online Experiential Place-Based Education: A Review of the Literature. *In preparation for the International Journal for the Scholarship of Teaching & Learning.*
- **Johansen, K., Panse, G. & Chow, N.** (in preparation). Outdoor, Experiential, and Place-Based Seminars: Understanding their impact on place attachment, pro-environmental attitudes and nature stewardship among university students. *In preparation for SCHOLE: A Journal of Leisure Studies and Recreation Education.*

Question and Answer Period

