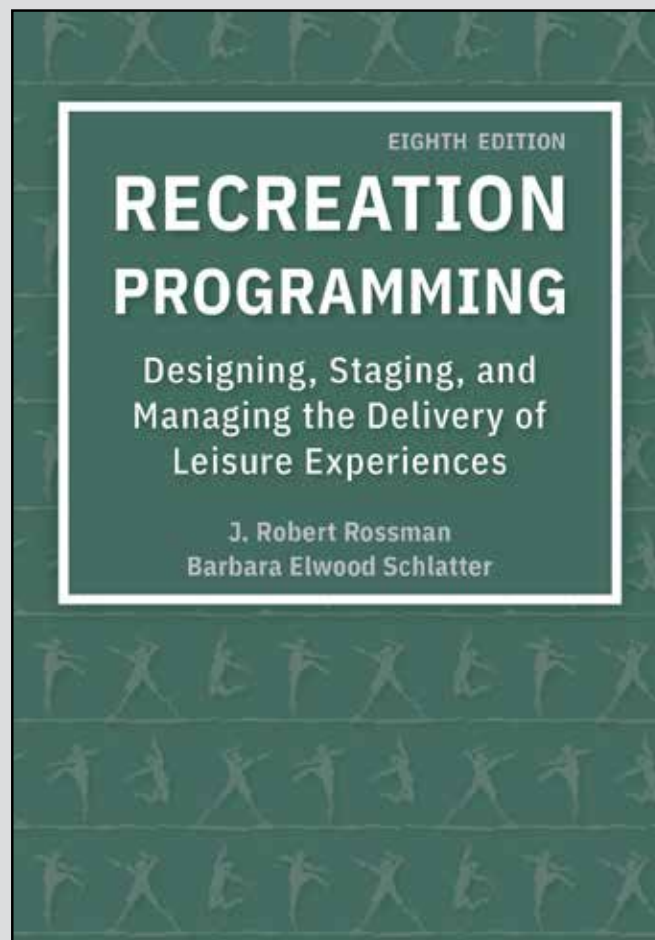


OVERVIEW OF SAMPLE COURSE PROJECTS

In addition to the instructor resources, Chapter Learning Assessments and Web Exercises are available to all students for this title.
See next page for more details.



CHAPTER LEARNING ASSESSMENTS AND WEB EXERCISES FOR STUDENTS

In addition to the updated instructor materials for the eighth edition of *Recreation Programming*, Sagamore-Venture is also offering additional learning assessments and Web exercises that are available to every student who purchases the book.

Professors who have obtained a desk copy may also access these materials to use in the classroom. To access these bonus materials, follow these steps:

1. Visit <https://etextink.com>
2. Sign in using your Facebook, Google, or Microsoft account. Remember which method you choose to log in. You will need to use the same log-in method each time in the future.
3. On the next page, open the eText menu at top left, and select Activate a New Book.
4. Enter the registration code listed in the back of your book, and click the Add This Book to My Library button.
5. The Learning Assessments and Web Exercises will now appear in your Active Books.

Upon completion of a quiz or Web exercise, students will have the option to either print out their results or save the results to their computers and e-mail them to the professor.

Students will follow the same steps to activate; however, if they have purchased a used print book, they will need to purchase a new registration code to access the learning assessments and Web exercises. Please contact Sagamore-Venture at 1-800-327-5557 to purchase a new code.

OVERVIEW

Learning to program requires that students learn the many definitions and concepts to implement programs. It also requires tutored practical experience in developing and operating programs. We have included three sample projects that will develop important programming skills based on the knowledge students should learn from the readings and your lectures.

You may reallocate the point distribution we recommend, but what follows is how we score and weight the various opportunities to earn points in a class. Scoring for each project is designed for a course syllabus based on 100 total points for the course with the following point allocations:

1. Hourly Examinations (45 points), three hourly examinations worth 15 points each
2. Final Examination (10 points)
3. Experience Analysis—(7.5 points)
4. Staging a Program—Group Program Operation (7.5 points)
5. Comprehensive Program Plan (25 points)
6. Class Attendance (5 points)

EXPERIENCE ANALYSIS

1. **EXPERIENCE ANALYSIS.** Identifying essential elements and interactions that create successful experiences.
2. **NEEDS IDENTIFICATION.** Critical Thinking. “Every act of creation is first an act of destruction”—Pablo Picasso. This exercise provides an outline and guidance to help students critically analyze experiences to determine what contributed to their success. These types of exercises are often used in the arts where students are required to analyze paintings and other works of art to understand the elements that contributed to the quality of a piece. Too often we expect students to create programs and experiences without first teaching them how to recognize key element and interactions that constitute successful experiences. To create meaningful experiences, students must first learn to deconstruct an experience and understand the essential elements that made it meaningful to participants. Simply, why did an experience succeed, and what must a programmer implement to reproduce the experience?
3. **THEORY.** Being able to deconstruct an experience is an essential technical skill for programmers to acquire. Using well-tutored observational and analytical skills to observe experiences occurring is an excellent teaching method for helping students develop these essential skills. This exercise is designed to focus students’ attention on two essential phenomena. First, students must examine which combinations of the Six Key Elements of the Situated Activity System contribute to the success of each frame of an experience. Second, they need to account for the essential interactions in the experience and the sequence of how participation unfolded, frame by frame, to answer the questions, what interactions must be present to reproduce this experience, and how must they be sequenced? In completing the exercise, students learn how various elements of an experience are combined by the programmer to create meaningful memories for participants.

4. **LEARNING OUTCOMES.**
 - a. Students will demonstrate and apply their knowledge of programming theory including demonstrating an understanding of the Six Key Elements of a Situated Activity System and Framed Experience Design.
 - b. Students will demonstrate their ability to “deconstruct” an experience and identify the key elements and interactions that led to its success.
 - c. Students will learn how to apply critical analysis skills.
5. **APPLICATION.** The ability to analyze experiences is a widely applicable skill for students to develop. Experience analysis is a useful tool that should be taught in recreation, sport, tourism, and event management curricula.

STAGING A PROGRAM

1. **STAGING A PROGRAM.** Students are required to demonstrate an ability in a work group setting to implement a program including developing program outcomes, designing interactions and activities to stage a program that will implement outcomes, and collecting and analyzing evaluation data to account for intended program outcomes. In an ideal situation, students would have the opportunity to operate several types of programming formats (e.g., a special event, a league, a workshop). You will not likely have the time to accomplish this.
2. **NEEDS IDENTIFICATION.** Group work and program implementation skills. Many students enter recreation, sport management, event management, and tourism curricula as a result of working in a programming situation. But often they are only involved in the implementation step of program operation. As a program manager, they will need to learn to implement the entire Program Development Cycle. This exercise requires that they implement the programming trilogy—identifying outcomes; creating interventions, activities, and interactions to fulfill the outcomes intended while staging the program; and developing skills in collecting and analyzing evaluation data to evaluate and document the implementation of outcomes. Additionally, they are required to do this as part of a work group. Most sizable programs are operated by a group of people, not individuals.
3. **THEORY.** Learning the connectedness of outcomes, interventions, and evaluation prepares programmers to successfully implement programs in an agency. Too often students and many practitioners only focus on program implementation and thus do not give sufficient attention to designing and staging purposeful programs and developing adequate methods for evaluating and accounting for the outcomes from programs.
4. **LEARNING OUTCOMES.**
 - a. Students will learn to work with others in accomplishing a project with intended consequences.
 - b. Students will learn to develop purposeful programs with outcomes, interventions, and evaluations that all relate to evaluating and demonstrating outcomes.
 - c. Students will learn the intellectual connectedness of purposeful programming.
5. **APPLICATION.** In most classes, it is not possible to have every student implement the program they developed in their Comprehensive Program Plan. This assignment allows students to experience program implementation in a tutored environment. Students who attend the programs also have an opportunity to evaluate them critically, further building their analytical skills in observing and evaluating programs.

COMPREHENSIVE PROGRAM PLAN

1. **COMPREHENSIVE PROGRAM PLAN.** This major course project requires students to demonstrate their understanding of and ability to implement the majority of the material covered in the course. These papers are usually 25–30 pages in length. The magnitude and depth of the project is sufficient enough that, where permitted, this could substitute for the final examination.
2. **NEEDS IDENTIFICATION.** Recreation programming is knowledge-based professional practice. Students may learn and demonstrate their knowledge of the many definitions and concepts in the book through testing. But the ultimate question is, can they implement a program well? There is a need in the programming course to provide students an opportunity to integrate and apply the material covered. This project requires them to demonstrate application of material and integrate it in a realistic way that duplicates what they will be required to do in a professional setting.
3. **THEORY.** Learning the comprehensiveness of the Program Development Cycle and how its many steps contribute to the whole of good professional practice is accomplished in this project. Additionally, students are required to think through mission, outcomes, staging, and evaluation for a specific program in a specific agency.
4. **LEARNING OUTCOMES.**
 - a. Students will learn good professional practice by comprehensively implementing the Program Development Cycle. Even in their early career positions, they may not be involved with all steps of the cycle.
 - b. Students will learn professional writing skills including how to lay out a written program plan and how to write in a professional manner.
 - c. Students will learn how each step of the Program Development Cycle supports the other and the overall plan. Until a person has to develop a comprehensive program, how the various steps of the PDC sum to a comprehensive plan is not evident.
5. **APPLICATION.** Since this is a large project, it is best to remain flexible in what programs and agencies the students may use in developing their programs. In classes we teach, many students have used this project to prepare programs for an upcoming summer position. Others have used the project to “correct” a program they are involved with on a continual basis. Letting students apply this project to their own experiences and responsibilities motivates them to do a good job.