

UNIVERSITY OF CUMBRIA
 COURSEWORK REASSESSMENT REQUIREMENT

Module Code: SNOL5207

Module Title: Outdoor Leadership Theory & Practice 2

Tutor: Lisa Fenton

**Title of the item of work:
 Assessment 1 - Portfolio**

Wordage: 2500

Details and Criteria:

Details and Criteria: (Please attach additional sheets if necessary)

Your reassessment is a **reworking** of the original assessment brief (see next page for the full brief)

- If you did not submit anything for the original submission you should follow the brief and complete all sections of the report.
- If you did submit, but failed, you should re-read the brief, and read your feedback carefully in Turnitin. Then re-work your original submission in response to the feedback. All changes should be indicated by **highlighting**, so it is explicitly clear to the marker what it is reworked.
- If the entire a piece has been generally reworked, just add a note at the top to explain this.

SUBMISSION DATE AS PER STUDENT PORTAL AND ACADEMIC TRANSCRIPT

To be submitted by **4.00pm** on **12/08/2022** through Turnitin

Assessment 1 - Portfolio

SNOL5207: - 70%

Learning Outcomes:

1. Plan, implement and evaluate a small scale piece of research in an overseas context related to the broader fields of outdoor leadership
2. Articulate and discuss the stressors on the human body in a range of demanding outdoor environments

Task

You will be required to submit a portfolio of 2500 words. Your portfolio will reflect a small-scale research topic or question of your choice, which will concern an aspect pertaining to 'stressors on the human body in demanding outdoor environments'this includes psychology. The portfolio will also include your methodology and evaluation of your research, and you will relate this process and your findings to the broader literature of outdoor leadership and related fields.

Additional info

A suggested portfolio might begin with an introduction or background that tells the reader what your research topic is and what academic literature it therefore sits within. Following a clear and coherent introduction of your research topic and relevant historical or cultural scene setting, you should next move into a literature review section. This section sets out the literature that you have decided is relevant to your topic - what does is the academic discourse that links to your research question? There may be two or three areas that are significant for you to explore and explain to the reader why they are important. make sure you reference all of your sources for everything that you say - do not make assumptions. Following this, tell us something about your methodology (was it a positivist or constructivist paradigm?), and thus, which methods did you use (e.g. interviews, participant observation, measurements etc)? Please also include your data analysis method - eg. did you conduct interviews and then look for themes that emerged (theming a coding)? The following section is usually results. Here you might use a variety of mediums, given this is a portfolio - video recordings, photographs, journal entries, poem, performance, or you may also use a more typical text format to show interview results. Results and discussion may be melded together or separate, however, the reader needs to see the significance of the results - what do they mean? Here it is good form to link back to the literature review; what do your results show you and how does it fit with other research discussed in the lit review - discuss this in some format. Conclusions - this is a summary of the above. What can you now say about the research question? If all the other sections or aspects are engaged with appropriately, then the conclusion should be easy to write - just sum up what you did and what you found and how the academic literature supports that.

Marking Criteria

Note - more generally, marks are gained for producing work that has a clear purpose, and is written/produced with clarity and coherence. Consider your reader when you write - will they be able to easily follow your thinking and research? Are your links to academic sources appropriate and justifiable. have you made sense of the literature for the reader? is it well sources and well referenced? Please do not make assumptions!

Research content area - 30%

Research analysis & critical thinking/discussion - 30%

Presentation style - 10%

Structure - 10%

Citations/refs - 10%

Appropriate use of portfolio objects - 10%

Please note that creativity is encouraged, however, it must still meet the academic requirement for demonstrating critical analysis and links to the wider discourse in the academic fields you are engaging for your research.

What is a portfolio?

'In its simplest form, a portfolio is a collection of objects. The objects (usually termed artefacts) may be written, physical, digital or artistic, or any combination.'

A portfolio is a 'collection' of evidence outlining what you have learned from experience and through reflection, demonstrating professional competence and knowledge development. A key aspect of this is to demonstrate learning through reflective and critical thinking to make implicit learning visible. Sources: written work, photos, videos, documents, drawings, etc. These may be organised according to an overall theme. A portfolio is made up of samples of your work that demonstrate your knowledge, skills, abilities and competence.

'Portfolios are always more than a single item of work. The artefacts included can represent abilities across a range of topics and collected at different times. Often students are asked to provide some sort of commentary or reflective narrative to supplement or synthesise the raw items in the collection. Portfolios provide a way for students to collect and organise items which might otherwise become muddled or lost. They encourage students to reflect on their own learning journey over many months or years. The portfolio can be used to support applications for further study or employment [...] Portfolios allow the opportunity for you to be creative and use for example photographs, powerpoints, sound graphs and hyperlinks.' (University of Edinburgh, 2020).

Further information on portfolio's:

Lupton K (1979) Portfolios versus Syllabus Methods in Experiential Education, *Alternative Higher Education*, 4, 2, 114-126.

Orland-Barak L (2005) Portfolios as evidence of reflective practice: What remains Untold? *Educational Research*, 47, 1, 25-44.