

Artifact #2 Horsemanship Evaluation Project

Spring 2020 semester | ADVS1200 | Kelli Munns A02231780

The horsemanship final project is an assessment of the DKLO3. The assessment measures the students ability to demonstrate their depth in Equine Science by requiring students to make real-life connections between the equine science concepts and the equestrian industry.

Horsemanship Evaluation Project

Purpose

This project is designed for students to make real-life connections between the learning outcomes in ADVS 1200 and the equestrian industry. Students will attend a minimum of three varying equestrian events throughout the semester. At these events students will observe, evaluate and analyze the horsemanship skills of the participants, trainers, coaches, riders, grooms, etc. In relation to horsemanship skills, students will draw conclusions, create suggestions for improvements (for associations, trainers, riders, etc.), develop new perspectives and justify what skills went well at these events.

Learning Objectives

1. Draw connections between ADVS 1200 Learning Outcomes and real life applications
2. Articulate and express connections and perspectives
3. Compare and contrast the horsemanship skills in the performance, pleasure and companion capacities

Directions

Pick a minimum of three different equestrian events to attend. Try to select events that drastically vary in purpose. For example, attending an Equine Assisted Learning Activity and a rodeo would be considered drastically different. Prior to attending each event, record your preconceived notions of what *strong* and *weak* horsemanship skills you would observe. Attend the event and record your observations of horsemanship skills. Consider interviewing, videoing, collecting programs, etc. while at the event- make sure you have permission from any individual you may record or interview. After the event, make connections between your original notions, course learning outcomes and any new perceptions based on your experience.

Submission

Complete the Horsemanship Evaluation Project by submitting your information in Canvas. The format for submission is your choice. You can create an audio podcast, a YouTube video, a written report or any format that meets the project requirements/expectations rubric (see below).

Grade

This project is worth 20 points that accounts for 15% of your entire grade. There are four (4) categories in which you will earn points: Attendance, Articulation, Observations, and Comparing/Contrasting. The categories and expectations are explained in detail in the grading rubric below

Grading Rubric

Expectation	Advanced Mastery 5 points	Mastery 4 points	Emerging Mastery 3 points	Partial Mastery 2 points	No Mastery 1 point
Attendance of Varying Equestrian Events	Student attended 5 or more drastically different equestrian events	Student attended 3 drastically different equestrian events	Student attended 3 equestrian events but 2 or all 3 of the events were similar in discipline and/or purpose. [e.g. reining horse show, ranch rodeo and IHSA western show]	Student attended only 2 events but they were drastically different from one another	Students attended only 1 event or student attended 2 events but they were not drastically different
Articulated and expresses preconceived notions of expectations of strong and weak horsemanship skills	Student articulated and expressed preconceived notions of every event they attended. There was a clear explanation of each of the strong and weak horsemanship skills expected AND they were directly connected to the learning outcomes. The student was able to express their bias in the expectations and how that bias is related to the horse's use (i.e. performance, pleasure or companionship).	Student articulated and expressed preconceived notions of every event they attended. There was a clear explanation of each of the strong and weak horsemanship skills expected AND they were directly connected to the learning outcomes. Student didn't express their personal bias and/or how that bias is related to the horse's use (i.e. performance, pleasure or companionship).	Student articulated and expressed preconceived notions of every event they attended. There was NOT a clear explanation of each of the strong and weak horsemanship skills expected AND/OR they were NOT directly connected to the learning outcomes. The student was able to express their bias in the expectations and how that bias is related to the horse's use (i.e. performance, pleasure or companionship).	Student articulated and expressed preconceived notions of only 1 or 2 of the events they attended. There was a clear explanation of each of the strong and weak horsemanship skills expected AND they were directly connected to the learning outcomes. Student expressed their personal bias and how that bias is related to the horse's use (i.e. performance, pleasure or companionship).	Student articulated and expressed preconceived notions of only 1 of the events they attended OR not at all. There was NOT a clear explanation of either of the strong and weak horsemanship skills expected AND/OR they were not directly connected to the learning outcomes. Student didn't express their personal bias and/or how that bias is related to the horse's use (i.e. performance, pleasure or companionship).
Observations during equestrian events	Student articulated and expressed the horsemanship skills they observed for every event. Skills were connected to learning outcomes. Student provided additional material to support observations: interviews, videos, pamphlets, program, etc. Student's observations were detailed and gave a clear understanding of the observation.	Student articulated and expressed the horsemanship skills they observed for every event. Skills were connected to learning outcomes. Student DID NOT provide additional material to support observations: interviews, videos, pamphlets, program, etc. BUT Student's observations were detailed and gave a clear understanding of the observation. OR Student provided additional material to support observations: interviews, videos, pamphlets, program, etc. BUT Student's observations WERE NOT detailed and DID NOT give a clear understanding of the observation.	Student articulated and expressed the horsemanship skills they observed for every event. Skills were connected to learning outcomes. Student DID NOT provide additional material to support observations: interviews, videos, pamphlets, program, etc. AND Student's observations WERE NOT detailed and DID NOT give a clear understanding of the observation.	Student articulated and expressed the horsemanship skills they observed but the skills were NOT connected to learning outcomes. ***Regardless of details and additional material, partial mastery is given <u>for not drawing connections to learning outcomes.</u> *** OR Student articulated and expressed the horsemanship skills they observed at 1 or none of the events. Student DID NOT provide additional material to support observations: interviews, videos, pamphlets, program, etc. BUT Student's observations were detailed and gave a clear understanding of the observation. OR Student provided additional material to support observations: interviews, videos, pamphlets, program, etc. BUT Student's observations WERE NOT detailed and DID NOT give a clear understanding of the observation.	Student articulated and expressed the horsemanship skills they observed at 1 or none of the events. Student DID NOT provide additional material to support observations: interviews, videos, pamphlets, program, etc. AND Student's observations WERE NOT detailed and DID NOT give a clear understanding of the observation.

<p style="text-align: center;">Comparing and Contrasting the Horsemanship Skills</p>	<p>Student is able to compare and contrast the different horsemanship skills observed at the events. The comparisons/contrasts were stated in a manner that kept each discipline separate-student did not mix up the groups so it is easy to see the overall picture of how each disciplined measured up to one another in horsemanship skills. Student was able to analyze the disciplines and articulate in their project so that their understanding for the overall horsemanship skills was evident.</p> <p>The comparisons/contrasts were articulated and related back to the ADVS 1200 Learning Outcomes. Student maintained an unbiased attitude when comparing/contrasting and stuck to facts that helped them categorize the similarities and differences- they were able to leave out "I think" and "In my opinion" and used statements "As research has shown", "based on equine behavior", etc.</p> <p>Student compared/contrasted every disciplined they had evaluated/observed.</p>	<p>Student is able to compare and contrast the different horsemanship skills observed at the events. The comparisons/contrasts were stated in a manner that kept each discipline separate-student did not mix up the groups so it is easy to see the overall picture of how each disciplined measured up to one another in horsemanship skills. Student was able to analyze the disciplines and articulate in their project so that their understanding for the overall horsemanship skills was evident.</p> <p>BUT STUDENT DID NOT DO ONE (1) OF THE FOLLOWING: Student did not relate back comparing & contrasting concepts to ADVS 1200 Learning Outcomes</p> <hr/> <p>Student did not Student maintain an unbiased attitude when comparing/contrasting and stuck to facts that helped them categorize the similarities and differences- they were able to leave out "I think" and "In my opinion"</p> <hr/> <p>Student did not compare/contrast every disciplined they had evaluated/observed.</p>	<p>Student is able to compare and contrast the different horsemanship skills observed at the events. The comparisons/contrasts were stated in a manner that kept each discipline separate-student did not mix up the groups so it is easy to see the overall picture of how each disciplined measured up to one another in horsemanship skills. Student was able to analyze the disciplines and articulate in their project so that their understanding for the overall horsemanship skills was evident.</p> <p>BUT STUDENT DID NOT DO TWO (2) OF THE FOLLOWING: Student did not relate back comparing & contrasting concepts to ADVS 1200 Learning Outcomes</p> <hr/> <p>Student did not Student maintain an unbiased attitude when comparing/contrasting and stuck to facts that helped them categorize the similarities and differences- they were able to leave out "I think" and "In my opinion"</p> <hr/> <p>Student did not compare/contrast every disciplined they had evaluated/observed.</p>	<p>Student did compare and contrast skills observed at the different events. The skills and disciplines were vague and difficult to decide how each discipline measured to others in horsemanship skills. The skills were not articulated well enough to get a good idea of student's understanding of horsemanship and student used a biased opinion and hardly ever (if at all) stated comparisons/contrasts in a fact based manner.</p> <p>The student could have compared all of their observed events but it is not clearly articulated which ones they are discussing and/or how the horsemanship skills measure to the ADVS 1200 Learning Outcomes. The overall evaluation is lacking in details, facts, flow and clarification as to how horsemanship was evaluated in this project.</p> <p>STUDENT DID NOT DO ANY OF THE FOLLOWING: Student did not relate back comparing & contrasting concepts to ADVS 1200 Learning Outcomes</p> <hr/> <p>Student did not Student maintain an unbiased attitude when comparing/contrasting and stuck to facts that helped them categorize the similarities and differences- they were able to leave out "I think" and "In my opinion"</p> <hr/> <p>Student did not compare/contrast every disciplined they had evaluated/observed.</p>	<p>Students didn't compare and contrast their events AND/OR they left out specific, factual details and the information is not a description of how the disciplines measure up in horsemanship skills.</p> <p>The overall comparison/contrasting evaluation was lacking detailed horsemanship skills and using the ADVS 1200 Learning Outcomes to support statements.</p>
<p style="text-align: center;">Total Points</p>	<p style="text-align: center;">Attendance</p> <p style="text-align: center;">___ / 5</p>	<p style="text-align: center;">Articulating</p> <p style="text-align: center;">___ / 5</p>	<p style="text-align: center;">Observations</p> <p style="text-align: center;">___ / 5</p>	<p style="text-align: center;">Comparing/Contrasting</p> <p style="text-align: center;">___ / 5</p>	<p style="text-align: center;">Total Points Earned</p> <p style="text-align: center;">___ / 20</p>