



THE LEARNER FIELDBOOK

A question. A notebook. A beginning.

Use this paper fieldbook during the offline Jasper Field Semester. Print additional copies of the route, laboratory and reading sheets as needed. Keep private reflection separate from assessed evidence.

Name / chosen identifier

My question for this semester

A strength I bring; someone my learning could help

Proposed six-week, 144-hour programme for adults in Jasper. Dates and delivery arrangements remain unconfirmed. No degree or academic credit is offered.



01 / PURPOSE & CHOICE

Choose how you will learn.

Agree the offline arrangement privately before joining. Personal devices are off during learning and camps, with medical, access and essential-contact exceptions. Staff emergency communications remain available. Devices are returned on request.

My purpose and an observable sign of progress

A useful adaptation or alternative I choose to share

Weekly evidence tracker: 1 Attention / 2 Discipline / 3 Evidence / 4 Freedom / 5 Responsibility / 6 Contribution

Private health details belong in the agreed confidential process, never in this portfolio. Do not grade beliefs, physique or private experiences.



02 / FIELD DECISIONS

Read the place. Plan the return.

Complete with the responsible guide before an authorised outing. This sheet does not approve a route. Make a fresh copy for each trip.

Date / staff / route / current information checked and time

Map scale / distance / elevation / time range / assumptions

Weather, access, kit and communications checked; turnaround and exit plan

A decision we changed, the evidence and the result

Any learner may ask for a stop. The guide controls route decisions. Use indoor equivalents when essential conditions are not met.



03 / CAMPCRAFT

Make a camp work for everyone.

Record the actual authorised site, planned night(s), staff coverage and access arrangements. Record a day-camp equivalent honestly if no overnight is completed.

Site / booking checked by staff / people / dates

Shelter, attractant storage, water, toilets, food and waste plan

Fair roles / quiet hours / help and exit arrangements

What worked; what I would change before the next camp

No activity depends on campfires, foraging or remote survival. Follow the actual site rules and responsible guide.



05 / ATTENTION

Notice. Choose. Return.

Use short meditation, quiet drawing, reading or another agreed attention practice. Eyes can stay open. Stop or change an uncomfortable exercise. Share only what you choose.

Method A / setting / duration / observation

Method B / setting / duration / observation

What might explain the difference? What remains uncertain?

My preferred method, alternative and stop condition

One experience does not support a general health claim. Inner experiences, stillness and personal disclosures are not assessment scores.



06 / INVESTIGATION

Let the evidence answer.

Print one copy for each investigation. Distinguish real measurements from supplied illustrative data. Do not discard a result because it disagrees with the prediction.

Question / prediction / a result that would challenge it

Variables / controls / method / equipment / boundaries

Raw data with units, repeated trials and instrument resolution

Conclusion / uncertainty / alternative explanation

A peer should be able to follow the method. Keep original data and show later corrections without hiding the first entry.



07 / MATHEMATICAL REASONING

Make the reasoning visible.

Show assumptions, definitions, units and intermediate steps. Label axes and scale. A correct answer still needs a defensible method.

Model, calculation or geometric argument

Graph / labelled diagram

Identify which claims follow mathematically from assumptions and which depend on uncertain measurements.



08 / CLOSE READING

Meet the argument on its terms.

Print a copy for each text. Use the actual assigned edition. Distinguish the author's claim from your interpretation; keep a precise passage reference.

Author / title / edition / passage / historical context

The central claim and the strongest supporting reason

An assumption, a key term and an interpretive uncertainty

My objection; a passage that could challenge my reading

Do not make different traditions agree by replacing their arguments with a common slogan.



09 / DEBATE & REVISION

Understand before answering.

Represent an opposing position fairly enough that its proponent recognises it. Challenge reasons and claims; allow anyone to pass or use an agreed written contribution.

Motion / my initial claim / passage evidence

The strongest opposing argument and why it has force

What I changed after switching sides

A revised claim and an unresolved question

The aim is a clearer judgment, not a public winner. Record a fair contribution, not speaking volume or confidence.



10 / THE COMMONS

Make something useful.

Work in pairs; keep individual reasoning visible. Obtain consent for feedback. Label peer feedback as peer feedback when no local host participates.

User / question / artifact / evidence needed

Version 1 test: what worked, failed and needs revision

Version 2: feedback acted on; cost, access and trade-offs

My contribution; the evidence that someone can use it

A paper guide, model, route-decision worksheet or reader can be a substantial contribution when tested and explained well.



11 / FINAL PORTFOLIO

What can I now explain, do and give?

Collect all six weekly entries, the capstone dossier and instructor-reviewed field and martial demonstrations. Use the five-dimension rubric; revise missing evidence with an educator.

Evidence: practice / reasoning / argument / original work / contribution

Oral defence: my claim, strongest objection and justified revision

A realistic 30-day commitment, resources and next review

Curriculum edition: 28 September 2026. Founding vision and original crest: Vincent Zhang. Learners retain their work; private journal pages are not required for assessment.