# Course Outline (Higher Education)

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|---|---|
| **Institute / School:** | Institute of Education, Arts & Community |
| **Course Title:** | OUTDOOR EDUCATION CURRICULUM 1 |
| **Course ID:** | EDMAS6024 |
| **Credit Points:** | 15.00 |
| **Prerequisite(s):** | Nil |
| **Co-requisite(s):** | Nil |
| **Exclusion(s):** | (OEEDU6000) |
| **ASCED:** | 070105 |

**Description of the Course:**

This course prepares pre-service teachers to teach school outdoor education with an emphasis on junior secondary and middle years learning. Students will develop content knowledge and skills in developing subject matter and educational experiences which align with the curriculum. Through this they will develop and refine their educational philosophy, their leadership capacities and their abilities to meet the diverse educational needs of students in secondary school outdoor education programs. Students also consider the role of outdoor learning as a pedagogical innovation in schools.

**Grade Scheme:**      Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Does Recognition of Prior Learning apply to this course?**    No

**Placement Component:**      No

**Supplementary Assessment:**  Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

| Level of course in Program | AQF Level of Program | | | | | |
|---|---|---|---|---|---|---|
| | **5** | **6** | **7** | **8** | **9** | **10** |
| Introductory | ☐ | ☐ | ☐ | ☐ | ✔ | ☐ |
| Intermediate | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Advanced | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

## Learning Outcomes:

### Knowledge:

**K1.** Recognise outdoor education as a developing field of knowledge that places emphasis on student well-being and community and environmental sustainability.

**K2.** Demonstrate knowledge of recent developments in pedagogic practices in Outdoor Education.

**K3.** Interpret contemporary curriculum policies and guidelines relevant to teaching and assessing of Outdoor Education in secondary schooling.

**K4.** Describe a range of resources and tools, including ICT, and how they may be drawn upon to teach Outdoor Education.

**K5.** Identify a repertoire of effective learning, thinking and teaching strategies to maximize diverse student learning and engagement.

**K6.** Demonstrate critical, creative, reflective and practical understandings relating to teaching Outdoor Education.

**K7.** Describe how outdoor learning can be used as a pedagogical approach to schooling.

**K8.** Describe the role of outdoor experiences in contemporary outdoor education programs.

### Skills:

**S1.** Reflect critically on effective teaching practice in Outdoor Education and outdoor learning

**S2.** Analyse theoretical frameworks and policy documents to produce effective and engaging learning experiences which cater for a range of learners.

**S3.** Articulate and justify planning, teaching and assessment practices.

**S4.** Use a variety of technologies to enhance learning.

**S5.** Communicate effectively with peers and professionals in Outdoor Education.

**S6.** Actively participate in professional conversations and debates about the teaching of Outdoor Education and its contribution to personal, social, cultural and environmental futures.

**S7.** Evaluate and analyse data to make informed judgments about critical issues in teaching Outdoor Education.

**S8.** Plan for and critically reflect on outdoor experiences.

### Application of knowledge and skills:

**A1.** Create a series of activities with attention to curriculum and successful completion of learning intentions.

**A2.** Create tools to collect evidence of student learning.

**A3.** Interrogate issues related to Outdoor Education.

### Course Content:

- Outdoor education philosophical, historical and environmental foundations.
- Outdoor education in the national curriculum. Policy and practice

- Outdoor education curricula and pedagogy.
- Educational design and planning for learning.
- Reflective practice in Outdoor Education.
- Research, prepare and evaluate teaching resources

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the course | |
|---|---|---|---|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 1 Interpersonal | Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <br>• Using and demonstrating a high level of verbal and non-verbal communication <br>• Demonstrating a mastery of listening for meaning and influencing via active listening <br>• Demonstrating and showing empathy for others <br>• High order skills in negotiating and conflict resolution skills <br>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams. | Not applicable | Not applicable |
| FEDTASK 2 Leadership | Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <br>• Creating and sustaining a collegial environment <br>• Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions <br>• Inspiring and initiating opportunities to lead others <br>• Making informed professional decisions <br>• Demonstrating initiative in new professional situations | K8, S7, A3. | AT3 |
| FEDTASK 3 Critical Thinking and Creativity | Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <br>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level <br>• Analysing complex and abstract ideas, concepts and information <br>• Communicate alternative perspectives to justify complex ideas <br>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts <br>• Forming creative solutions in problem solving to new situations for further learning | K1, K2, K6, S1, S2, S6, A4 | AT1, AT2 |

| FEDTASK attribute and descriptor | | Development and acquisition of FEDTASKS in the course | |
|---|---|---|---|
| | | Learning Outcomes (KSA) | Assessment task (AT#) |
| FEDTASK 4 Digital Literacy | Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities | K4, S4, A1. | AT2 |
| FEDTASK 5 sustainable and Ethical Mindset | Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. | K1, K2, K6, S6, S8, A1. A4. | AT1, AT3 |

**Learning Task and Assessment:**

| Learning Outcomes Assessed | Assessment Tasks | Assessment Type | Weighting |
|---|---|---|---|
| K1, K2, K3, K7, K8, S2, S3, S6, S7, A1, A3; APST: 1.5, 2.1 | Develop a proposal for an outdoor education elective for years 7-10, including a learning outcome statement and a developmental rubric based on the Victorian Curriculum F-10 or equivalent. | Development of a proposal | 40-60% |
| K3, K4, K5, K6, S1, S2, S3, S4, S5, A1, A2; APST: 2.1, 2.2, 2.3, 2.4, 3.3, 5.1 | Develop a curriculum planner with three assessment tasks and a sequence of lessons for one unit within your prosed elective, including a sample of student work based on each of your three assessment tasks. | Development of a curriculum planner | 40% - 60% |

**Alignment to the Minimum Co-Operative Standards (MiCS)**

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment

5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

**MICS Mapping has been undertaken for this course**   No

Date:

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)