

Course Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Course Title: OUTDOOR EDUCATION CURRICULUM 2

Course ID: EDMAS6124

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): (OEEDU6100)

ASCED: 070105

Description of the Course:

In this course pre-service teachers will develop their critical thinking skills when considering the content, assessment and teaching strategies pertaining to outdoor education. This includes the use of information and communication technologies (ICT) to enhance student learning and engagement. Emphasis will be placed upon VCE Outdoor Environmental Studies (OES) and the development of units of work in response to the study design. Students will learn how teachers structure their VCE courses, including the emphasis on external examination programs in the VCE OES study.

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.

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Critically analyse the content, teaching strategies and assessment in Outdoor Education.
- K2.** Review contemporary curriculum policies and guidelines relevant to teaching and assessing of Outdoor Education in secondary schooling, especially for VCE Outdoor and Environmental Studies.
- K3.** Critically examine a range of resources and tools, including ICT, and how they may be drawn upon to teach Outdoor Education.
- K4.** Recognise the need for documentation of the impact and effectiveness of teaching upon learners in Outdoor Education.
- K5.** Describe the role of outdoor experiences in teaching VCE Outdoor and Environmental Studies.

Skills:

- S1.** Develop skills in designing units of work in VCE Outdoor Environmental Education.
- S2.** Use appropriate theoretical frameworks and policy documents to produce effective and engaging learning experiences which cater for a range of learners in senior secondary.
- S3.** Articulate and justify planning, teaching and assessment practices.
- S4.** Analyse a variety of technologies to enhance learning.
- S5.** Communicate effectively with peers and professionals in Outdoor Education.
- S6.** Demonstrate critical, creative, reflective and practical understandings relating to teaching Outdoor Education, including the use of outdoor experiences.

Application of knowledge and skills:

- A1.** Develop a unit of work for Outdoor Education and create assessment tasks in line with government policy.
- A2.** Develop assessment tasks and curriculum planning in line with relevant government policy.
- A3.** Develop quality assessment tools for VCE Outdoor and Environmental Studies.
- A4.** Attend and reflect on fieldwork experience.

Course Content:

- Senior outdoor education curriculum documentation - design, planning and implementation.
- Assessment and evaluation in Outdoor Education.
- Effective teaching and learning strategies in Outdoor Education.
- Professional development and critical reflection in Outdoor Education.

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**tttributes **S**kills and **K**nowledge)

provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are 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: <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • 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. <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations 	K6, S6, A4.	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: <ul style="list-style-type: none"> • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning 	K1, K2, S1, S2, A1.	AT1
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: <ul style="list-style-type: none"> • 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 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 sustainable and Ethical Mindset	<p>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:</p> <ul style="list-style-type: none"> • 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. 	K5, S5, A3.	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K6, S1, S2, S3, S4, S6, A1, A4; APST: 1.5, 2.1, 2.2, 3.2, 3.3, 3.4, 4.1, 5.1	Develop a curriculum planner including an assessment task map, a sequence of learning tasks including outdoor experiences based on a selected outdoor environment for a unit of VCE OES.	Curriculum Planning Task	40-60%
K1, K2, K3, K4, S2, S3, S5, A2, A3; APST: 2.1, 2.2, 3.3, 3.4, 5.1	Develop a series of formative assessment tasks and school-assessed coursework tasks for outcome 1 or 2, from either unit 3 or 4 VCE OES or equivalent, including a marking scheme, sample responses and evidence of moderation.	Assessment Development Task	40-60%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)