



Course Outline (Higher Education)

School:	School of Education
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 (ICTs) to enhance student learning and engagement. Emphasis will be placed upon VCE Outdoor Environmental Studies and the development of units of work in response to the study design. Students will also learn how teachers plan for and undertake educational projects and research as part of their teaching practices and ongoing professional development.

Grade Scheme: Graded (HD, D, C, etc.)

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.** Identify the need for ongoing personal professional development activities in Outdoor Education.

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.** Research, gather and analyse professional development opportunities to make informed judgments about teaching in Outdoor Education.
- S7.** Demonstrate critical, creative, reflective and practical understandings relating to teaching Outdoor Education.

Application of knowledge and skills:

- A1.** Plan and present a unit of work Outdoor Education with links to curriculum policy and explanations about how students achieve learning intentions.
- A2.** Collaboratively prepare, deliver and report on assessment and evaluation strategies in Outdoor Education.
- A3.** Research and present a report based on a critical investigation of professional development in Outdoor Education.

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.

Values:

- V1.** Reflect critically upon curricula and pedagogy in outdoor education in order to continually improve practice.
- V2.** Appreciate the contribution of outdoor education in the lives of young people and their communities and environments.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate

Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K3, S4, S7	A	AT3	A
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, S2, S5, S2	A	AT2	B
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	S5, S6	B	AT1, AT2	C
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2, K4, A1	A	AT1	A
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K5, S2, A2	A	AT1	A

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, K4, S2, S5, S7, A1 APST: 1.5, 2.1, 2.2, 3.2, 3.3, 4.1, 4.2	Design, teach and evaluate a lesson in the outdoors with a significant focus on a senior curriculum document and the application of relevant pedagogical approaches	Teaching Task	20-30%
K1, K2, K3, K5, S1, S2, S3, S4, A1 APST: 1.5, 2.1, 2.2, 2.3, 2.6, 3.3, 3.4	Develop a unit plan based on relevant resources, policy documents and theoretical understandings for a unit of senior outdoor curriculum including the design of relevant field based learning tasks.	Curriculum Task - Unit Planning	30-40%
K1, K2, K4, S1, S3, S6, A2, A3 APST: 2.3, 2.5, 5.1	Research and develop an assessment task including a marking criterion, sample response and rationale for usage based on relevant literature and professional development.	Research Task - Assessment in Senior Curriculum	30-40%

Adopted Reference Style:

APA