



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	OUTDOOR EDUCATION IN THE MIDDLE YEARS
<b>Course ID:</b>	HENAE6002
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDMAS6024 and OEEDU6000)
<b>ASCED:</b>	070301

## Description of the Course:

In this course, teachers examine both outdoor education as a unique subject area and outdoor learning as a holistic pedagogical approach. They consider how each can be used within middle years education settings in both formal and informal contexts. Delivered through a combination of fieldwork and online learning, teachers examine a range of theoretical and practical implications including the use of direct outdoor experiences as learning opportunities for middle years students.

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

**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 checked="" type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<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.** 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.

**Skills:**

- S1.** Reflect critically on effective teaching practice in Outdoor Education.
- 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.

**Application of knowledge and skills:**

- A1.** Design a sequence of learning activities in Outdoor Education with links to curriculum policy and explanations about how students achieve learning intentions.
- A2.** Collaboratively prepare, deliver and evaluate Outdoor Education learning experiences which includes links to curriculum policies and pedagogical knowledge.
- A3.** Critically investigate an issue related to teaching and learning in Outdoor Education.

**Course Content:**

Topics may include:

- 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.
- Sensitive, responsive and intentional interactions with children in natural environments.
- Policy and practice and nature programs: curricula and regulatory requirements.
- Communicating and collaborating with parents/carers and the community.
- Critically reflective practice and professional learning.

**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)	Assessment task (AT#)
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.	K1, S3, S7, A3	AT1, AT2
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.	K3, K4, S1, S4	AT3
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.	AT1, AT2
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, K5, A1.	AT1, AT3
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.	K6, S2, A2	AT1, AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K5, K6, S1, S5, A2, APST 1.5, 2.1, 2.3, 3.2, 3.3, 5.1	Design, teach and evaluate a place-responsive lesson in the outdoors with a significant focus on the application of relevant pedagogical approaches, differentiation and assessment.	Teaching Task	20-30%
K1, S2, S6, S7, A3, APST 2.1, 2.3	Research and develop critical arguments for implementation of outdoor education and/or outdoor learning within school curriculums.	Research Task - Report/Case Study	30-40%
K3, K4, K5, S2, S3, S4, A1, APST 2.1, 2.2, 2.3, 3.4, 5.1	Design and develop a unit plan including a developmental rubric, student resources, and assessment tasks for a unit of outdoor teaching and learning within the middle years curriculum based on the arguments in the research task.	Curriculum Task - Unit Planning	40-50%

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)