



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	OUTDOOR EDUCATION: SENIOR CURRICULUM STUDIES
<b>Course ID:</b>	HENAE6003
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(OEEDU6100 and EDMAS6124)
<b>ASCED:</b>	070301

## Description of the Course :

In this course teachers develop capacity to teach outdoor education within senior secondary settings. They develop knowledge of senior outdoor education curriculum, and pedagogical approaches to support the delivery of VCE Outdoor and Environmental Studies and other senior outdoor education curriculum. Teachers consider the role, nature and place of assessment tasks within these contexts and develop skills in the development and implementation of assessment in line with relevant state policy. They develop skills in the use of information and communication technologies (ICTs) to enhance student learning and engagement.

**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.** 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:**

Topics may include:

- 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.	K1, K2	A	AT1, AT2	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.	K3, S4, S6, A1	A	AT1, AT2	A
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.	K4, K5, S5.	B	AT1, AT3	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.	S1, S3, A2, A3.	B	AT3	B
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.	S1, S2, A2.	B	AT1, AT2, AT3	B

### 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, S8, 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