



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	OUTDOOR LEADERSHIP AND EXPERIENTIAL LEARNING
<b>Course ID:</b>	OEEDU2000
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	079999

## Description of the Course:

Students will identify, evaluate and review a wide variety of theoretical models and processes in leadership and facilitation in outdoor education. Models and processes studied include leadership, facilitation and group management theories, communication and decision-making, social psychology theories and the foundations of experiential learning pedagogies. Students will apply, practice and demonstrate this understanding through written work and on practical trips.

**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 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.** Recognise and differentiate relevant theories, models and processes of leadership in outdoor environments.
- K2.** Demonstrate an understanding of experiential learning and facilitation techniques.
- K3.** Interpret group development theories that relate to participation in outdoor environments

**Skills:**

- S1.** Analyse and apply safety management skills in practical settings.
- S2.** Apply decision making and communication skills in practical settings.
- S3.** Evaluate various emergency response techniques in outdoor environments.

**Application of knowledge and skills:**

- A1.** Demonstrate appropriate use of theories, models and processes in outdoor environments.
- A2.** Collaboratively prepare, apply and evaluate safety planning documentation.
- A3.** Critically reflect upon the effectiveness of outdoor leadership and facilitation theories and models in practice.

**Course Content:**

Topics may include:

- Outdoor leadership theories and models.  
Group dynamics and theories in outdoor environments.  
Communication and decision-making.
- Experiential learning pedagogies.  
Facilitation techniques in outdoor environments.  
Sequencing, processing and reflection.
- Risk management and emergency response

**Values:**

- V1.** Appreciate the importance of developing a theoretical knowledge base to guide practice in outdoor leadership.
- V2.** Value the use of experiential learning pedagogies, facilitational techniques and styles.
- V3.** Appreciate the need for experience to develop skill and understanding of how to apply theoretical models in practice.

**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; K2; K3; S2; A1; A3	AT3
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.	S2; S3	AT2
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.	K3; A3	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; S2; A1; A2; A3	AT1; AT2
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.	K1; K2; S1; S2; A1; A2	AT1; AT2; AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S3, A1, A2	Completion of field booklet which requires understanding of relevant leadership theories, experiential learning models and facilitation techniques in practice. The field booklet also includes risk assessment, reflection and self-assessment tasks.	Report, reflection and evaluation	30-50%
K1, K2, K3, S3, A1, A3	In this essay students will synthesise relevant theories and models of outdoor leadership and facilitation and critically reflect upon their suitability in practice.	Synthesis essay on outdoor leadership and facilitation	30-50%
K2, S1, S2, A1, A2	Practical participation	Participation	S/U

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)