

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	JOURNEYS IN OUTDOOR AND ENVIRONMENTAL EDUCATION
<b>Unit ID:</b>	OEEDU2100
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(OEEDU1004 or OEEDU2300)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	079999

## Description of the Unit:

In this unit students examine and critique concepts of place, landscape, wilderness and journey from an educational perspective. They explore the relevant theoretical foundations underpinning journey-based learning in outdoor and environmental education and the educational possibilities expeditionary learning offers. Students are exposed to the responsibilities of planning, development and implementation of leadership and teaching on extended journeys. They learn place-based knowledge, along with leadership and facilitation skills, required to facilitate educational experiences for groups during extended journeys.

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

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Describe and critique the concepts of place, landscape, wilderness and journey in an outdoor education context
- K2.** Analyse the educational benefit of journeys
- K3.** Describe and interpret expeditionary leadership and facilitation techniques in an educational context

#### Skills:

- S1.** Apply place-responsive approaches to the planning and facilitation of an educational journey
- S2.** Plan, develop and implement a safe and sustainable educational expedition experience
- S3.** Demonstrate appropriate leadership and facilitation capabilities in an educational expedition context

#### Application of knowledge and skills:

- A1.** Assemble concepts of place, landscape and expedition to increase engagement with the environment and enhance opportunities for learning
- A2.** Collaboratively prepare and facilitate a safe and sustainable educational expeditionary experience within an extended journey (at least 6 continuous days)
- A3.** Reflect on and appraise an educational expedition experience

#### Unit Content:

This course explores the concept of journeys within an Outdoor and Environmental Education context. Participants practice place-responsive approaches to planning, participating and leading in outdoor environments on extended journeys.

Topics may include:

- Place, landscape, wilderness
- Educational journeys/expeditionary learning
- Leadership and facilitation in educational expedition contexts

#### Graduate Attributes

The Federation University Federation 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 Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

**One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		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, S1, S2, 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.	K2, S2, S3, A1, A2	AT1 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.	K2, K3, S1, S2, S3, A1, A2	AT1 AT2 AT3 AT4
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.	K1, S3, A1, A2, A3	AT1 AT2 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.	K3, S1, S2, S3, A1, A2, A3	AT1 AT2 AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K3, S1, S2, S3, A1, A2	Develop a leadership and teaching plan including routes, logistics, teaching activities, place-based knowledge, learning outcomes and safety management for a journey	Problem centred	30-50%
K2, K3, S1, S2, S3, A1, A2, A3	Participation in an extended journey, including group leadership and peer-teaching duties in an outdoor setting	Participation - Simulated professional task	30-50%
K1, K2, K3, S1, A1, A2, A3	Reflective presentation on the outdoor journey experience, which draws upon teaching/leading experiences, key concepts and learning events	Presentation	10-30%
K1, K2, K3, S1, S2, S3, A1, A2, A3	Participation in a minimum of 6-day journey or expedition style outdoor fieldwork.	Hurdle	S/N

### Adopted Reference Style:

Australian Harvard

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

Fed Cite - [referencing tool](#)