

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: COASTAL EDUCATION

Unit ID: OEEDU2600

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): (OEEDU4100)

ASCED: 079999

Description of the Unit:

Students will explore coastal environments through a variety of methods which may include surfing, snorkelling, sea kayaking, walking, rock pooling, and environmental interpretation activities. They will learn a wide range of knowledge, skills and values relevant to understanding, planning and implementing coastal education activities in a safe and effective manner. This unit is designed to encourage students to reflect critically on human-nature impacts and interactions with coastal environments and how coastal education can contribute to improving sustainable practices.

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

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

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.** Critique the cultural dimensions of human-nature interactions in coastal environments.
- K2.** Design strategies for planning safe and sustainable interactions in coastal environments.
- K3.** Identify and organise relevant interpretive knowledge of coastal environments.
- K4.** Compare the impacts of coastal environmental issues and the influence of human-nature relationships on these.

Skills:

- S1.** Demonstrate competence in minimal impact behaviour and activity skills in coastal environments.
- S2.** Execute skills in planning and implementing safe and meaningful experiences in coastal environments.
- S3.** Implement observation and interpretive skills in coastal environments.

Application of knowledge and skills:

- A1.** Apply sustainable practice to practical outdoor experiences.
- A2.** Critique coastal environmental issues and the influence of human-nature relationships.
- A3.** Practice interpretive knowledge and skills in coastal environments.
- A4.** Evaluate the educational possibilities of understanding human impacts and applying sustainable practice through engaging in coastal environments.

Unit Content:

Topics may include:

- Outdoor recreation safety management in coastal areas.
- Understanding coastal environments and ecosystems.
- Coastal culture in Australia.
- Learning and skill development.
- Environmental impacts and sustainability in coastal environments.
- Use and care of specialised equipment used in coastal environments.
- Coastal education.

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, K3, A2, A3	AT1, 2
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, A4	AT1, 2
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.	K1, K4, S1, A1, A4	AT1, 3
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, S3, A3, A4	AT1, 3
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.	S2, A4	AT2, 3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S2, S3, A2, A3	Students develop a film journal of their coastal learning journey and critique appropriate outdoor learning concepts.	Film journal and written critique	40-60%
K1, K3, K4, S3, A2, A3, A4,	Students compile a portfolio exploring their relationship with coastal environments and coastal sustainability. Students also write a final essay that synthesises the major themes and experiences of the unit.	Portfolio and synthesis essay	40-60%
K2, K3, S1, S2, A1, A3	Active participation in five to eight days of coastal learning experiences.	Participation	S/N

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)