

Course Outline (Higher Education)

School:	School of Education
Course Title:	PEDAGOGY AND PLACE
Course ID:	OEEDU3000
Credit Points:	15.00
Prerequisite(s):	(OEEDU2300)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	79999

Description of the Course :

This course is designed to introduce students to different ways of teaching outdoor education and to provide students with opportunities to critically reflect on educational ideologies related to outdoor education. Students critically reflect on current theory and practice in outdoor education and develop a personal and professional philosophy to guide practice in outdoor education. Students will be exposed to practical strategies to enhance understanding of, and connection with, natural places which will be further developed through field experiences and practical teaching opportunities.

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:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

K1. Understand philosophical foundations and educational ideologies related to outdoor education.

Course Outline (Higher Education)

OEEDU3000 PEDAGOGY AND PLACE

- K2.** Interpret the scope and role of connecting with place in outdoor and environmental education
- K3.** Understand general ecological and environmental sustainability principles, issues and concepts
- K4.** Understand current curriculum frameworks that guide the implementation of an outdoor education program in an educational setting

Skills:

- S1.** Compare current theory and practice in outdoor and environmental education
- S2.** Develop observation and interpretive skills in natural environments
- S3.** Critically evaluate philosophical foundations and educational ideologies of outdoor education
- S4.** Develop and deliver curriculum according to current curriculum guidelines

Application of knowledge and skills:

- A1.** Implement a variety of strategies for re-connecting with nature
- A2.** Apply educational philosophies and practices to outdoor education

Course Content:

Topics may include:

- Sustainable outdoor environments
- Sense of place
- Philosophical foundations of outdoor education, informed professional philosophy and practice.
- Contextualising outdoor education
Outdoor education in the curriculum
- Educational ideologies
Socio-critical thinking
- Ecological literacy: use of field guides, environmental observation and Australian ecosystems, cycles & time
- Development of outdoor education teaching strategies

Values:

- V1.** Appreciate the place of OEE within and across the curriculum
- V2.** Value the outdoors and community as a context for learning and curriculum enrichment
- V3.** Value the importance of the outdoor education curriculum in developing healthy, positive, sustainable relationships within groups and between people and the natural environment

Course Outline (Higher Education)

OEEDU3000 PEDAGOGY AND PLACE

V4. Begin to develop an environmentally sustainable disposition, philosophy and related values

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Students evaluate and define professional philosophies relating to their field of practice. These learnings bridge the move to working in the profession	Medium
Critical, creative and enquiring learners	Students will build on their outdoor living and travel skills through direct experience.	Medium
Capable, flexible and work ready	Students develop skills in socio-critical thinking, enabling deeper understanding of their place in the world.	High
Responsible, ethical and engaged citizens	Students reflect on sustainable communities and the role outdoor education plays in social understanding	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, K4, S2, A1,	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, K4, S1, S3, A2	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, S4, A2	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