



Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	OUTDOOR EDUCATION CURRICULUM 1
Unit ID:	OEEDU3500
Credit Points:	15.00
Prerequisite(s):	(Or Equivalent) (OEEDU2000 or OEEDU2100 or OEEDU2300)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Unit:

This unit prepares pre-service teachers PSTs to teach school outdoor education with an emphasis on junior secondary and middle years learning. PSTs will develop knowledge and skills in developing units of work, assessment tasks and pedagogical approaches that support outdoor education based on the various curriculum frameworks. Through these tasks, PSTs will also refine their leadership capacities and abilities to meet the diverse needs of students in school settings. students in secondary school outdoor education programs.

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Learning Outcomes:

On successful completion of the unit the students are expected to be able to:

Knowledge:

- K1.** Recognise outdoor education as a developing field of knowledge that places emphasis on student well-being and community and environmental sustainability.
- K2.** Demonstrate knowledge of recent developments in pedagogic practices in Outdoor Education.
- K3.** Interpret contemporary curriculum policies and guidelines relevant to teaching and assessing of Outdoor Education in secondary schooling.
- K4.** Describe a range of resources and tools, including ICT, and how they may be drawn upon to teach Outdoor Education.
- K5.** Identify a repertoire of effective learning, thinking and teaching strategies to maximise diverse student learning and engagement.
- K6.** Demonstrate critical, creative, reflective and practical understandings relating to teaching Outdoor Education.
- K7.** Identify how literacy and numeracy skills can be developed among students in Outdoor Education.

Skills:

- S1.** Reflect critically on effective teaching practice in Outdoor Education.
- S2.** Analyse theoretical frameworks and policy documents to produce effective and engaging learning experiences which cater for a range of learners.
- S3.** Articulate and justify planning, teaching and assessment practices.
- S4.** Use a variety of technologies to enhance learning.
- S5.** Communicate effectively with peers and professionals in Outdoor Education.
- S6.** Actively participate in professional conversations and debates about the teaching of Outdoor Education and its contribution to personal, social, cultural and environmental futures.
- S7.** Evaluate and analyse data to make informed judgments about critical issues in teaching Outdoor Education.
- S8.** Apply literacy and numeracy strategies in the outdoor education teaching area.

Application of knowledge and skills:

- A1.** Design a sequence of learning activities in Outdoor Education with links to curriculum policy and explanations about how students achieve learning intentions.
- A2.** Collaboratively prepare, deliver and evaluate Outdoor Education learning experiences which includes links to curriculum policies and pedagogical knowledge.
- A3.** Critically investigate an issue related to teaching and learning in Outdoor Education.

Unit Content:

Topics may Include

Topics may include:

- Outdoor education philosophical, historical and environmental foundations.
- Outdoor education in the national curriculum. Policy and practice.
- Outdoor education curricula and pedagogy.
- Educational design and planning for learning.
- Reflective practice in Outdoor Education.
- Research, prepare and evaluate teaching resources.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K2, K5, K6, S1, S5, A2, APST 1.5, 2.1, 2.3, 3.2, 3.3, 4.2, 5.1	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, S2, S6, S7, A3, APST 2.1, 2.3	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, K5, K7, S2, S3, S4, S8, A1, APST 2.1, 2.2, 2.3, 2.5, 3.4, 5.1	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%
K5, K6, S1, A1, A2, APST 2.1, 3.3.	Active participation in outdoor fieldwork.	Participation	S/N

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)