



Course Outline (Higher Education)

School:	School of Education
Course Title:	OUTDOOR EDUCATION CURRICULUM 2
Course ID:	OEEDU3600
Credit Points:	15.00
Prerequisite(s):	(OEEDU3600 Outdoor Education Curriculum 1 Or Equivalent)
Co-requisite(s):	Nil
Exclusion(s):	NIL
ASCED:	070301

Description of the Course :

In this course pre-service teachers will develop their critical thinking skills through the application of structuring learning and assessment for senior outdoor education curriculum. PSTs explore the use of information and communication technologies (ICTs) along with other resources to enhance student learning and maximise engagement in learning. They explore the policy framework for VCE Outdoor Environmental Studies and senior curriculum documents and research approaches to assessment within these systems.

Grade Scheme: Graded (HD, D, C, etc.)

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

Learning Outcomes:

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

Knowledge:

- K1.** Analyse content, teaching strategies and assessment in Outdoor Education
- K2.** Review contemporary curriculum policies and guidelines relevant to teaching and assessing of Outdoor Education in secondary schooling, especially for VCE Outdoor and Environmental Studies.

- K3.** Appraise a range of resources and tools, including ICT, and how they may be drawn upon to engage students in Outdoor Education
- K4.** Recognise the need for documentation of the impact and effectiveness of teaching upon learners in Outdoor Education.
- K5.** Justify the need for ongoing personal professional development activities in Outdoor Education
- K6.** Identify how literacy and numeracy skills can be developed among students in Outdoor Education

Skills:

- S1.** Use curriculum, assessment and reporting knowledge in designing units of work in VCE Outdoor Environmental Education.
- S2.** Use appropriate theoretical frameworks and policy documents to produce effective and engaging learning experiences which cater for a range of learners in senior secondary.
- S3.** Articulate and justify planning, teaching and assessment practices.
- S4.** Analyse a variety of technologies to enhance learning
- S5.** Communicate effectively with peers and professionals in Outdoor Education.
- S6.** Research, gather and analyse professional development opportunities to make informed judgments about teaching in Outdoor Education
- S7.** Demonstrate critical, creative, reflective and practical understandings relating to teaching Outdoor Education.
- S8.** Apply literacy and numeracy strategies in the outdoor education teaching area.

Application of knowledge and skills:

- A1.** Plan and present a unit of work Outdoor Education with links to curriculum policy and explanations about how students achieve learning intentions.
- A2.** Collaboratively prepare, deliver and report on assessment and evaluation strategies in Outdoor Education.
- A3.** Research and present a report based on a critical investigation of professional development in Outdoor Education.

Course Content:

Topics may include:

- Senior outdoor education curriculum documentation - design, planning and implementation.
- Assessment and evaluation in Outdoor Education.
- Effective teaching and learning strategies in Outdoor Education.
- Professional development and critical reflection in Outdoor Education.

Values:

- V1.** Reflect critically upon curricula and pedagogy in outdoor education in order to continually improve practice.
- V2.** Appreciate the contribution of outdoor education in the lives of young people and their communities and environments.

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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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, S7	B	AT3	B
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.	K3, S1, S2, S4, A1	A	AT1, AT2	A
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.	K4, S5, S6	A.	AT1, AT4	A
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.	K6, S3, A2	A.	AT1	A
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.	K5, S8, A3	B	AT1	C

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, K4, S2, S5, S7, A1, APST 1.5, 2.1, 2.2, 3.2, 3.3	Design, teach and evaluate a lesson in the outdoors with a significant focus on a senior curriculum document and the application of relevant pedagogical approaches.	Teaching Task	20-30%
K1, K2, K3, K5, S1, S2, S3, S4, S8, A1, APST 1.5, 2.1, 2.2, 2.3, 3.3, 3.4	Develop a unit plan based on relevant resources, policy documents and theoretical understandings for a unit of senior outdoor curriculum including the design of relevant field based learning tasks.	Curriculum Task - Unit Planning	30-40%
K1, K2, K4, K6, S1, S3, S6, S8, A2, A3, APST 2.3, 2.5, 5.1, 6.2, 6.4	Research and develop an assessment task including a marking criterion, sample response and rationale for usage based on relevant literature and professional development.	Research Task - Assessment in Senior Curriculum	30-40%
K1, S1, A1, A2, APST 2.2, 3.2.	Active participation in outdoor fieldwork.	Participation	S/N

Adopted Reference Style:

APA