



Course Outline (Higher Education)

School:	School of Education
Course Title:	LEARNING OUTSIDE THE CLASSROOM
Course ID:	OEEDU3700
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	079999

Description of the Course :

In Learning Outside the Classroom, students explore how outdoor learning can be delivered in a range of outdoor contexts. They use contemporary theories of outdoor learning to consider the role it has in supporting education for sustainability and to promote and support student well-being. Students consider how outdoor learning links to various curricula and can integrate into wider education offerings. They develop, deliver and reflect upon outdoor learning experiences as part of practical outdoor experiences. Students undertake research into contemporary outdoor learning theories and re-contextualise them for their future workplace context through arts-based research methodologies.

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

Placement Component: No

Program Level:

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

Learning Outcomes:

Knowledge:

- K1.** Recognise outdoor learning as a developing field of knowledge and practice that has the potential to impact upon student well-being and environmental sustainability.
- K2.** Interpret contemporary curriculum frameworks that guide the use of outdoor learning in education settings including outdoor environments.
- K3.** Identify a range of effective learning and teaching strategies that promote inclusion and diversity in outdoor learning.
- K4.** Demonstrate critical, creative, reflective and practical understandings relating to outdoor learning.
- K5.** Interpret appropriate environments for outdoor learning and education

Skills:

- S1.** Develop facilitation and interpretive skills in outdoor learning settings.
- S2.** Reflect critically on discourses relating to young peoples' well-being and participation in outdoor environments.
- S3.** Analyse theoretical and curriculum frameworks to produce effective and engaging learning experiences which cater for a range of learners.
- S4.** Evaluate teaching and learning experiences in outdoor learning settings.
- S5.** Prepare for and undertake field-based learning to explore concepts of outdoor learning.

Application of knowledge and skills:

- A1.** Design and evaluate learning activities which focus on well-being and sustainability in outdoor environments.
- A2.** Collaboratively prepare, deliver and evaluate an outdoor learning experience which includes links to curriculum policies and pedagogical knowledge.
- A3.** Critically investigate an issue related to the role of learning outdoors in the lives of young people.
- A4.** Use arts-based methodologies to re-conceptualise and explore possibilities in current models of outdoor learning.

Course Content:

- The role of place, local landscapes and wildness within outdoor learning.
- Connections between young people and the outdoors to help promote sustainable lifestyles and well-being.
- Examining the use of and rationales for various outdoor learning pedagogies.
- Understanding the use of outdoor learning to deliver curricula from a range of sources.
- Developing skills in the use of inclusive and supportive practices in outdoor learning contexts.
- Engaging in non-western ways of knowing including the use of arts-based methodologies as ways to re-conceptualise concepts.

Values:

- V1.** Appreciate the contribution of outdoor learning in the lives of participants and their communities and environments.
- V2.** Value the outdoors and community as a context for curriculum enrichment
- V3.** Reflect critically upon curricula and pedagogy in outdoor learning in order to continually improve educational practice.
- V4.** Understand and value non-western ways of knowing

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, K3, K4, S3, A3.	A.	AT1, AT2.	A.
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, K3, A1, A4.	A.	AT1, AT3.	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.	K5, S5, A2.	B.	AT1, AT4.	C.
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.	S1, S2, S4, A1, A3, A4.	B.	AT2.	B.
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.	S1, S5, A2.	A.	AT1.	A.

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, K4, S1, S4, A1, A2, APST 1.5, 2.1, 3.3, 3.5.	Design, facilitate and evaluate placed responsive outdoor learning through activity in an outdoor environment with links to a relevant curriculum. Mobilise pedagogical approaches to promote inclusive practice. Critically reflect upon the design and delivery of the learning activity.	Activity facilitation and reflection during fieldwork	10-30%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, S3, A3, A4, APST 1.1, 1.2.	Research and critically evaluate a model of outdoor learning. Use arts-based methodologies to reconceptualise this model within your future work and develop an accompanying written report.	Creative work and report	30-50%
K1, K2, K3, S2, S3, A1, APST 3.1, 3.2.	Develop a sequence of outdoor learning with a well-being or sustainability focus to be delivered in an outdoor context including the development of a relevant resource and compliance documentation.	Development of a trip plan and learning sequence	30-50%
K5, S5.	Active participation in outdoor fieldwork	Participation and reflection	S/N

Adopted Reference Style:

APA