



## COURSE OUTLINE

# OES101 Foundations of Outdoor Environmental Studies

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2021 | Semester 2

USC Sunshine Coast  
USC Moreton Bay

**ON CAMPUS**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course develops your skills and knowledge to experience and safely and sustainably bushwalk, paddle and mountain bike ride in a range of natural environments. You will develop your ecological literacy and explore different worldviews. Field trips emphasise care for others and the environment through knowledge, safe practices, sound judgement and the ability to learn from experience. These outcomes provide the foundational theories and practices required to later assume leadership roles in outdoor environmental education.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b> – There will be a scheduled weekly tutorial of 1 hour combined with self direct learning tasks. Some weeks the 1hr tutorial will be replaced by fieldwork. Weekly tutorial notes will be available to accompany all lectures to support your learning.	1hr	Week 1	13 times
<b>Fieldwork</b> – Students are required to complete associated fieldwork aligned to lectures and tutorials. The fieldwork requires off-campus activities and may extend up to 3 days. Total number of days of fieldwork will be identified in Blackboard	30hrs	Not applicable	4 times
<b>Lecture</b> – There will be a scheduled weekly lecture of 1 hour combined with self direct learning tasks. Some weeks the 1hr lecture will be replaced by fieldwork. Weekly lecture notes will be available to accompany all lectures to support your learning.	1hr	Week 1	13 times

### 1.3. Course Topics

Worldviews and the environment  
Perspectives of nature  
Greening of religion  
Ecological literacy development  
Human-nature relationships  
Risk and adventure in the outdoors  
Sustainable principals and practices  
Outdoor living and travelling skills  
Technology and human-nature relationships  
Consumerism of and in nature/adventure  
Place-based knowledge in outdoor education  
Australian conservation movement  
Climate Change implications for outdoor education

## 2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
<b>1</b> Describe and evaluate how different worldviews inform theoretical and practical understandings of natural environments.	Knowledgeable Creative and critical thinker Ethical Engaged Sustainability-focussed
<b>2</b> Analyse how different worldviews of nature influences human behaviour in specific settings.	Knowledgeable Creative and critical thinker Ethical Engaged Sustainability-focussed
<b>3</b> Develop ecological literacy and understandings based on ethically sustainable environmental practices.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed
<b>4</b> Reflect on and develop effective personal and professional outdoor living and travelling skills.	Knowledgeable Creative and critical thinker Empowered Ethical Engaged Sustainability-focussed
<b>5</b> Reflect on, and analyse how, your personal worldview informs your own relationship with the environment.	Knowledgeable Creative and critical thinker Engaged

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1. Pre-requisites

Enrolled in Program SC110, SC347, ED112, ED312, ED315 or by permission of the course coordinator

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

Not applicable

##### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

#### 6. How am I going to be assessed?

##### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

##### 6.2. Details of early feedback on progress

Students will engage in self- and peer-assessment processes in tutorials to gain feedback that will assist in preparation for the assessment tasks.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Essay	Individual	30%	1500 words	Week 5	Online Assignment Submission with plagiarism check
All	2	Oral	Individual and Group	20%	25 minutes	Throughout teaching period (refer to Format)	In Class
All	3	Quiz/zes	Individual	30%	1 hour	Throughout teaching period (refer to Format)	Online Test (Quiz)
All	4	Journal	Individual	20%	Semester long.	Week 11	In Class

#### All - Assessment Task 1: Ways of knowing nature essay

<b>GOAL:</b>	You will describe and evaluate theoretical and practical understandings of different world views of human-nature relationships. This exploration will include identifying, contrasting and analysing two different environmental world views. You will also reflect on your own journey with nature and using the literature, examine how these world views inform your own personal and professional practice as future outdoor environmental educators.		
<b>PRODUCT:</b>	Essay		
<b>FORMAT:</b>	In this task you will review the course readings and associated literature and contrast how different worldviews of nature can be associated with a range of human-nature relationships and behavioural responses.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Knowledge and understanding of different worldviews and their relationship with nature.	1 2 4 5
	2	Application, analysis and critique of theory to your personal relationship with nature and implications for you as future outdoor environmental educators.	1 4 5
	3	Literacy communication skills including APA7th referencing, appropriate grammar, and technical accuracy.	

#### All - Assessment Task 2: Environmental panel discussions

<b>GOAL:</b>	As a group member you will contribute to the planning and presentation of a small panel discussion linked to a Sustainable Development Goal (SDG). Your group will choose a local environmental issues and discuss the implications in relation to the SDG. You will also explore the associated human-nature relationships and how this issue has the potential to impact your future professional practice as an outdoor educator.
<b>PRODUCT:</b>	Oral
<b>FORMAT:</b>	You will work in a small group to facilitate a panel discussion on a selected topic concerning environmental worldviews, the SDGs and human-nature relationships. Each panel member will be assessed individually and as a group member based on their contribution to the discussion and their demonstrated understanding and critique of the literature.

CRITERIA:	No.	Learning Outcome assessed
	1	Describe and critique the SDGs to an local environmental issues. <span>3</span>
	2	Explain the environmental issue and its impact on the local environment. <span>2</span> <span>3</span>
	3	Explore the associated human-nature relationships and how this issue has the potential to impact your future professional practice as outdoor educators. <span>1</span> <span>2</span> <span>3</span> <span>4</span> <span>5</span>
	4	Literacy and visual communication skills including APA 7th referencing, appropriate grammar, and technical accuracy.

### All - Assessment Task 3: Quizzes

<b>GOAL:</b>	The quizzes will allow you to demonstrate your understanding of theoretical and practical skills and knowledge.	
<b>PRODUCT:</b>	Quiz/zes	
<b>FORMAT:</b>	Online or during field trips	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge of how different worldviews inform theoretical and practical understandings of natural environments. <span>1</span> <span>2</span>
	2	Identification and knowledge of flora, fauna, geomorphic processes and outdoor living and travelling skills. <span>3</span> <span>4</span>
	3	Ecological literacy and understandings based on ethically sustainable environmental practices. <span>3</span>

### All - Assessment Task 4: Naturalist studies journal

<b>GOAL:</b>	During OES field trips: Identify and record observed species of flora and fauna, ecological relationships, geomorphic processes and environmental problems and challenges. Reflect on your personal worldviews, professional outdoor living and travelling skills and ethical and sustainable practices.	
<b>PRODUCT:</b>	Journal	
<b>FORMAT:</b>	Record information in the OES fieldwork journal.	
CRITERIA:	No.	Learning Outcome assessed
	1	Observation and recording of natural phenomena using appropriate techniques (field sketching, detailed illustration, annotated maps, rubbings, etchings, and detailed descriptions). <span>3</span>
	2	Examine and analyse ecological relationships, geomorphic processes and environmental problems and challenges. <span>1</span>
	3	Reflect on your personal worldviews, professional outdoor living and travelling skills and ethical and sustainable practices. <span>1</span> <span>2</span> <span>3</span> <span>4</span> <span>5</span>

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

OES101 is structured to provide you with a sequence of fieldwork experiences that equip you with the knowledge and practical skills necessary to meet industry-established safety standards. It is, therefore, an expectation of both the University and our industry partners that you will participate in and complete all of the directed study activities (lectures, tutorials and fieldwork) and demonstrate satisfactory proficiency in the safety-related activities required for safe participation in fieldwork within this course and other OES courses in your program.

You are required to complete the WHS fieldwork induction and successfully complete the quiz before the first practical session and wear appropriate clothing for fieldwork activities. Reasonable alternatives will be provided for students who cannot attend field trips because of circumstances beyond their control. You will need to provide the following items for the practical field trips components of the trip: suitable clothing and food for all-weather contingencies; A5 learning journal with an all-weather case a sleeping bag; sleeping mat and other personal camping equipment. Tents, packs and stoves will be provided to students. You may be required to provide your own transport to and from field trip starting locations.

You will need to be aware of the physical components and location requirements of the course. If you have a disability, medical condition or any concerns that may affect your mandatory participation in the practical components of the course, you are invited to discuss your options with the course coordinator or a USC Disability Advisor.

## 9. How are risks managed in this course?

Risk assessments have been conducted for the field activities being undertaken and a high level of risk has been identified. High level risk may include, boating, diving, and hot works such as welding, cutting and grinding. Where high risks exist you will be given training and advice about how to control the high level risk, however it is also your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

### 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.8. General Enquiries

#### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)