

## Course Outline

**Code: OES301**

**Title: Leading Coastal Environmental Studies**

<b>School:</b>	Education
<b>Teaching Session:</b>	Semester 2
<b>Year:</b>	2020
<b>Course Coordinator:</b>	Glyn Thomas      Email: gthomas2@usc.edu.au
<b>Course Moderator:</b>	Amanda Miller

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**

In this course, you will work with other students to apply knowledge, skills and experience to design and facilitate two coastal environmental studies programs with novices whilst under supervision. You will use experiential education principles and an understanding of safety and risk management strategies to provide engaging, place-based, educational experiences. You will use critical reflection to identify individual learnings.

**You'll 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 participation in the compulsory practical components of the course, you are invited to discuss your options with the course coordinator or a USC Disability Advisor.**

#### **1.2 Course topics**

Coastal environmental knowledge, natural and cultural history, outdoor leadership skills, experiential education theory and practice, environmental interpretation, safety management planning and implementation.

### **2. What level is this course?**

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th 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?

<b>Specific Learning Outcomes</b> On successful completion of this course you should be able to:	<b>Assessment Tasks</b> You will be assessed on the learning outcome in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to you becoming:
Identify, analyse and synthesis key learnings from outdoor education fatality case studies in Australia	Task 1	Knowledgeable. Empowered.
Utilise specific knowledge of places, skills and experience to lead environmental studies fieldwork with novices.	Task 2 Task 3	Knowledgeable. Empowered.
Apply facilitation skills and strategies in coastal environments.	Task 2 Task 3	Engaged. Sustainability-focussed.
Develop and facilitate safe and pedagogically sound educational activities consistent with outdoor learning theories.	Task 2 and 3	Empowered. Creative and critical thinkers.
Critically evaluate program design and demonstrate self-appraisal of leadership experiences.	Task 4	Creative and critical thinkers. Empowered.

#### 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 Enrolment restrictions

This course is only available to students enrolled in ED315 and ED312

##### 5.2 Pre-requisites

OES300

##### 5.3 Co-requisites

Nil

##### 5.4 Anti-requisites

Nil

##### 5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

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

##### 6.1 Grading scale

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

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

### 6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Fatality Case-Study Analysis	Individual	20	5-minute presentation	In Module 3 Workshop	In workshop
2	Leadership Plan for Field Trip	Group	25	3000 words	1 week before trip 1	Blackboard (via safe assign)
3	Safety summary for high adventure activities	Individual	25	1200 words	Week 12	Blackboard (via safe assign)
4	Evaluation of leadership experiences	Individual and Group	30	45-minute group discussion	1 week after trip.	In scheduled meeting with teaching group
			100%			

#### Assessment Task 1: Fatality Case-Study Analysis

<b>Goal:</b>	With a smaller group, you will conduct an analysis of an Australian outdoor education fatality and present the findings to your peers.
<b>Product:</b>	5-minute individual presentation, as part of the overall group presentation
<b>Format:</b>	Multi-media presentation providing a narrative account and analysis of the allocated case using the provided resources.
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Analysis of case details and contributing factors</li> <li>• Synthesis of key findings</li> <li>• Oral communication</li> </ul>

#### Assessment Task 2: Leadership Plan for Near Peer Field Trip

<b>Goal:</b>	In a small group, you will prepare a comprehensive plan for the USC student group you will lead on the assigned field trip.
<b>Product:</b>	Trip leadership plan
<b>Format:</b>	In this task, the output will be a planning document with clearly identified contributions from each member. Each group will outline the learning objectives, student details, planned activities, facilitation/leadership planning, logistics, roles and responsibilities, and safety management planning. Marks will be allocated to the group's work as a whole (50%) and for your individual contribution (50%)
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Apply facilitation skills and strategies in coastal environments.</li> <li>• Facilitation of safe and pedagogically sound educational activities.</li> <li>• Planning and design of program</li> <li>• Demonstration of strategies to ensure student safety</li> <li>• Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions</li> </ul>

**Assessment Task 3: Safety summary for high adventure activities**

<b>Goal:</b>	To apply leadership theory and safety management principles to the design of an activity. safety management principles in high adventure activities.
<b>Product:</b>	Safety summary document
<b>Format:</b>	In this task, the output will be a summary of the key safety principles and their application to for fieldwork trips focused on the leadership of high-adventure activities.
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Identification of safety non-negotiables.</li> <li>• Demonstration of strategies to ensure student safety</li> <li>• Communication skills</li> </ul>

**Assessment Task 4: Evaluation of Leadership Experiences**

<b>Goal:</b>	To review and critique your experiences leading others in the near-peer leadership trip.
<b>Product:</b>	45-minute group discussion
<b>Format:</b>	Students will engage in a 45-minute review of the leadership experiences they had and critique their experiences using references to relevant literature.
<b>Criteria:</b>	<ul style="list-style-type: none"> <li>• Reflection and critique on experiences and summary of key learnings</li> <li>• Application of outdoor learning theories in literature</li> <li>• Oral communication skills.</li> </ul>

**7. What are the course activities?****7.1 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. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

This course will be delivered via technology-enabled learning and teaching. All lectures will remain in this mode for Semester 2 2020. When government guidelines allow, students that elected on-campus study via the class selection process will be advised when on campus tutorials and practical sessions will resume.

**7.2 Course content**

<b>Module</b>	<b>What key concepts/content will I learn?</b>
1	Effective experiential education: designing objectives, knowing your students, local knowledge of place, planning templates, working agreements.
2	Safety and risk management: planning templates, principles of outdoor fieldwork fatality case study analyses, extrapolating lessons learned.
3	Outdoor fieldwork fatality case study presentations
4	Facilitated group planning session and debrief (Near Peer Leadership Trip #1)
5	Facilitated group planning session and debrief (Near Peer Leadership Trip #2)
6	Facilitated group planning session and debrief (Near Peer Leadership Trip #3)
7	Reflection and Evaluation.

Please note that the course activities may be subject to variation.

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

Please note that 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)**

Nil

### **8.2 Specific requirements**

OES301 is structured to provide you with a sequence of workshops and 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 all of the workshops and fieldwork trips and demonstrate satisfactory proficiency in the safety-related activities required for safe participation in the fieldwork in this course. 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 fieldtrips 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 for all weather contingencies; a sleeping mat; a sleeping bag; and other personal camping equipment. Tents and stoves will be provided to students.

## **9. Risk management**

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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

### Eligibility for Supplementary Assessment

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

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

## 10.3 Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

## 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

## 10.5 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>

## 10.6 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 South Bank** - 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)