

OES104 Learning in Australian Landscapes

School: School of Education and Tertiary Access

2026 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

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

Please go to unisc.edu.au 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 introduces you to Australian landscapes and the broad range of educational and ecotourism experiences that can be provided in these places. You will develop introductory knowledge and skills in a range of content areas and disciplines relevant to future outdoor leaders, teachers, and environmental interpreters. By participating in field trips to a selection of local Australian environments, you will gain first-hand experience of high-quality outdoor learning and ecotourism experiences.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	8 times
Tutorial/Workshop 1 – There will be a series of 2 hour workshops throughout the trimester. Attendance is a requirement at these workshop as the serve as preparatory work and development or required safety knowledge for the completion of fieldwork.	2hrs	Week 1	7 times
Fieldwork – Fieldwork trips - duration dependent on location. Students are required to complete associated fieldwork aligned to workshops. The fieldwork requires off-campus activities. Total number of days of fieldwork will be identified in Canvas.	8hrs	Refer to Format	6 times

1.3. Course Topics

- Theories of outdoor environmental education
- Safety in outdoor environments
- Threshold concepts in outdoor environmental education
- Field naturalist journaling: Observation, recording and reflection
- Fostering ecological literacy through thematic interpretation
- Earth changing shape: Australia's unique and vulnerable flora and fauna
- Earth shaped by water and air: the changing coastlines of SE Queensland
- Adaptations of Flora and Fauna
- Ecological succession
- Australian bushfire regimes
- Human-wildlife interactions

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 MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Competencies from multiple Professional Bodies (see below) *
1 Demonstrate foundational knowledge and understanding for learning in outdoor environments	Knowledgeable Empowered Sustainability-focussed	1, 2, 3, 4, 5
2 Describe and analyse outdoor fieldwork observations and experiences	Knowledgeable Empowered Sustainability-focussed	1, 2, 3, 3.3.1, 4, 4, 4.2.5, 5, 6, 6.2.3, 6.2.4, 7, 9.2.1, 13.2.5
3 Transfer practical and theoretical knowledge to interpreting and learning in Australian landscapes	Knowledgeable Empowered	3, 5, 7
4 Employ effective language, structure and text to communicate information and ideas	Empowered	7

* Competencies by Professional Body

CODE	COMPETENCY
ALTC THRESHOLD LEARNING OUTCOMES	
1	Outdoor educators create opportunities for experiential learning
2	Outdoor educators use pedagogies that align their program's purpose and practice
3	Outdoor educators are place-responsive, and see their work as a social, cultural and environmental endeavour
4	Outdoor educators advocate for social and environmental justice
5	Outdoor educators continue to develop their skills, knowledge and expertise

6	Outdoor educators understand safety and apply a strict aversion to fatalities
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7	Outdoor educators routinely engage in reflective practice
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EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS

3.3.1	The learner is able to include health promoting behaviours in their daily routines.
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4	Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
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4.2.5	The learner is able to engage personally with ESD.
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6.2.3	The learner is able to feel responsible for their water use.
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6.2.4	The learner is able to see the value in good sanitation and hygiene standards.
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9.2.1	The learner is able to argue for sustainable, resilient and inclusive infrastructure in their local area.
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13.2.5	The learner is able to recognize that the protection of the global climate is an essential task for everyone and that we need to completely re-evaluate our worldview and everyday behaviours in light of this.
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5. Am I eligible to enrol in this course?

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

5.1. Pre-requisites

Enrolled in Program ED112, ED312

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

First-Aid Certificate

5.5. Microcredential Information

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

Early feedback will be provided to students through Task 1 and the online discussion forums, and further assistance will be offered to those who require it. Formative assessment for Task 3 Journal will be provided in twice throughout the trimester and will enable students to gauge how they are progressing with the overall content.

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	Activity Participation	Individual	30%	Three primary posts - associated with the key readings or learning materials. Three secondary posts- associated with the key readings or learning materials.	Throughout teaching period (refer to Format)	Online Discussion Board
All	2	Oral and Written Piece	Individual and Group	30%	Presentation: 15-minute presentation and five-minute discussion. Planning and reflection document 1200 words.	Throughout teaching period (refer to Format)	Online Assignment Submission with plagiarism check and in class
All	3	Journal	Individual	40%	Trimester Long 6- pages minimum for each field day 2- pages for each week of the trimester	Throughout teaching period (refer to Format)	To Supervisor

All - Assessment Task 1: Online Discussion

GOAL:	Contribute to a series of online discussions with peers based on a selection of course readings and/or prompts related to course learning materials.																
PRODUCT:	Activity Participation																
AUTHORSHIP STATEMENT:																	
FORMAT:	Written posts on the discussion board. Primary and secondary posts should be approximately 300 words each.																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Discussion content is related to core reading and learning materials.</td> <td>1</td> </tr> <tr> <td>2</td> <td>Effectively communicate and stimulate discussion using referenced material as supporting evidence.</td> <td>3</td> </tr> <tr> <td>3</td> <td>Secondary posts elaborate on and build upon previous discussions.</td> <td>3</td> </tr> <tr> <td>4</td> <td>Employ effective language, structure and text to communicate information and ideas using APA formatting</td> <td>3 4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Discussion content is related to core reading and learning materials.	1	2	Effectively communicate and stimulate discussion using referenced material as supporting evidence.	3	3	Secondary posts elaborate on and build upon previous discussions.	3	4	Employ effective language, structure and text to communicate information and ideas using APA formatting	3 4	
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GENERIC SKILLS:	Communication, Collaboration, Organisation, Information literacy																

All - Assessment Task 2: Environmental Thematic presentation and analysis

GOAL:	In a small group, you will apply your knowledge of environmental interpretation and communication to plan, present, and reflect on a thematic presentation delivered to your peers.																
PRODUCT:	Oral and Written Piece																
AUTHORSHIP STATEMENT:																	
FORMAT:	Presentation: In person Planning and reflection documentation: Online																
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Presentation: Employs clear, confident and engaging communication with supporting materials</td> <td>4</td> </tr> <tr> <td>2</td> <td>Application of environmental thematic analysis theory to an outdoor environmental education context.</td> <td>1 3</td> </tr> <tr> <td>3</td> <td>Knowledge and understanding of principles of earth science and outdoor environmental studies.</td> <td>3</td> </tr> <tr> <td>4</td> <td>Planning and Reflection Document: Employ effective language, structure, and text to communicate information and ideas.</td> <td>4</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Presentation: Employs clear, confident and engaging communication with supporting materials	4	2	Application of environmental thematic analysis theory to an outdoor environmental education context.	1 3	3	Knowledge and understanding of principles of earth science and outdoor environmental studies.	3	4	Planning and Reflection Document: Employ effective language, structure, and text to communicate information and ideas.	4	
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4	Planning and Reflection Document: Employ effective language, structure, and text to communicate information and ideas.	4															
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy																

All - Assessment Task 3: Field Naturalist Interpretive Journal

GOAL:	You will demonstrate your knowledge gained from OES field trips, personal observations and reflections, tutorials and learning materials to complete a field naturalist interpretive journal.	
PRODUCT:	Journal	
AUTHORSHIP STATEMENT:		
FORMAT:	Hand in at the conclusion of your final field trip for the trimester.	
CRITERIA:	No.	Learning Outcome assessed
	1 Knowledge and understanding of principles of earth science and environmental studies.	1 2
	2 Application of theory to the analysis of fieldwork experiences.	1 2 3
	3 Employ effective language, structure and use multimodal formats to communicate information.	4
	4 Knowledge and execution of professional conduct, OES fieldwork behaviour and safety culture.	1 2 3
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy	

6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
OUTDOOR EDUCATION THRESHOLD CONCEPTS				
All delivery modes	Activity Participation	Online Discussion	2	Taught
			3	Taught, Practiced, Assessed
			4	Taught, Practiced
			5	Taught, Practiced, Assessed
			6	Taught, Practiced, Assessed
			7	Taught, Practiced, Assessed
			Journal	Field Naturalist Interpretive Journal
	2	Taught		
	3	Taught, Practiced		
	4	Taught, Practiced		
	5	Taught, Practiced		
	6	Taught, Practiced		
	7	Taught, Practiced, Assessed		
	Oral and Written Piece	Enviornmental Thematic presentation and analysis	1	Taught
			2	Taught
			3	Taught, Practiced, Assessed
			4	Taught
			5	Taught
			6	Taught
			7	Taught, Practiced, Assessed

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. 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 Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Glyn Thomas,Janet Dyment,Heather Prince	2021	Outdoor Environmental Education in Higher Education	n/a	Springer

8.2. Specific requirements

OES104 is structured to provide 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 all of the directed study activities (blended learning material, 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. All Fieldwork activities are processed via the Field Friendly system. Students will receive an invitation via email for specific field trips, along with a request to complete the 'Online Induction for Fieldwork'. You must complete the Fieldwork Induction quiz and receive 100% before participating in fieldwork activities. You must also complete your personal details and emergency contacts. Trip information and risk management details will also be provided within Field Friendly. Please be aware that field trip dates may change due to adverse weather or other unforeseen circumstances. 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 trip components: a day pack with a waterproof cover, a reusable water bottle, hiking shoes, a broad-brimmed hat, and a rain jacket. You may be required to provide your own transport to and from the field trip starting locations.

Please be aware that this course includes physically active, outdoor components that require a reasonable level of fitness to participate in safely and effectively. If you have a disability, medical condition, or any concerns that may affect your involvement in these practical experiences, you are encouraged to contact the course coordinator or a UniSC Accessibility Advisor to discuss available support and adjustments.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and low to moderate levels of health and safety risk exists. Moderate risks may include working in an Australian bush setting, working with people, working outside normal office hours for example. It is 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

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%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

10.4. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)