

OES104

# Learning in Australian Landscapes

**School:** School of Education and Tertiary Access

2023 | Semester 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 [usc.edu.au](http://usc.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 for future outdoor leaders, teachers and environmental interpreters. You will gain first-hand experience of high quality, outdoor learning and ecotourism experiences by participating in field trips to a selection of local Australian environments.

## 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	1hr	Week 1	8 times
<b>Tutorial/Workshop 1</b> – There will be a series of 2 hour workshops throughout the semester. Attendance is a requirement at these workshop as they serve as preparatory work and development or required safety knowledge for the completion of fieldwork.	2hrs	Week 1	6 times
<b>Fieldwork</b> – 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.	3hrs	Week 1	4 times
<b>Seminar</b> – There will be three scheduled one-hour seminars throughout the semester. These will take place on campus and allow for students to engage practically with the course content material.	1hr	Week 1	3 times
<b>Independent Study/Research</b> – In addition to engaging with the learning materials and workshop sessions and completing the assessable tasks, you are required to engage in self-directed learning using the Canvas course modules and current research/reading via USC library databases and the required/recommended textbooks and resources	2hrs	Week 1	13 times

## 1.3. Course Topics

Introduction to and application of theories of outdoor environmental education

Bushwalking leadership and scientific observation and recording skills

Earth changing shape 1: Australia's unique and vulnerable flora and fauna

Earth changing shape 2: Glacial and interglacial periods

Flora and Fauna Adaptions

Ecological succession

Earth shaped by water and air: the Cooloolo/K'gari Coast

Australian bushfire regimes

Sustainability as a cross-circular priority

Indigenous science

Human and wild animals interactions

Field Journaling

## 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...	Education for Sustainable Development Goals
1 Demonstrate foundational knowledge and understanding for learning in outdoor environments	Knowledgeable Empowered Sustainability-focussed	
2 Describe and analyse outdoor fieldwork observations and experiences	Knowledgeable Empowered Sustainability-focussed	3.3.1, 4, 4.2.5, 6.2.3, 6.2.4, 9.2.1, 13.2.5
3 Transfer practical and theoretical knowledge to interpreting and learning in Australian landscapes	Knowledgeable Empowered	
4 Employ effective language, structure and text to communicate information and ideas	Empowered	

\* Competencies by Professional Body

CODE	COMPETENCY
EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS	
3.3.1	The learner is able to include health promoting behaviours in their daily routines.
4	Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
4.2.5	The learner is able to engage personally with ESD.
6.2.3	The learner is able to feel responsible for their water use.
6.2.4	The learner is able to see the value in good sanitation and hygiene standards.
9.2.1	The learner is able to argue for sustainable, resilient and inclusive infrastructure in their local area.
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.

#### 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 ED304, ED112

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

Not applicable

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

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 potential participation in some of the practical components of the course, you are invited to discuss your options with the course coordinator.

## 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

A series of two Task 1 quizzes, the first in Week 5, test your knowledge of the material presented via lectures and tutorials. You will receive each quiz score shortly after completing your quiz. Tasks 2 & 3 are also progressively assessed through the semester so you can track your progress and respond to feedback.

### 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	Quiz/zes	Individual	20%	2 x 30 min. Week 5 online and Week 13 in the tutorial.	Refer to Format	In Class
All	2	Oral and Written Piece	Individual and Group	30%	Equivalent to 1000 words + visual material	Refer to Format	In Class
All	3	Essay	Individual	50%	2000 word essay + field journal	Refer to Format	Online Assignment Submission with plagiarism check and in class

#### All - Assessment Task 1: Environmental Knowledge Tests

<b>GOAL:</b>	The goal of this task is to demonstrate your foundational knowledge and understanding for learning in outdoor environments.		
<b>PRODUCT:</b>	Quiz/zes		
<b>FORMAT:</b>	You will complete a series of multiple-choice/short-answer quizzes during the semester. Each quiz will be derived from your learning material, plus support materials provided via Canvas. Submit Online Week 5 and Week 13 in the tutorial.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Foundational knowledge and understanding for learning in outdoor environments	1
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy		

## All - Assessment Task 2: Fieldwork trip report

<b>GOAL:</b>	In a small group, you will demonstrate your knowledge, research skills and ability to draw on the relevant literature to conduct and present an investigation of the natural environment.		
<b>PRODUCT:</b>	Oral and Written Piece		
<b>FORMAT:</b>	In this task, you will conduct a series of research investigations in which you will record observations of the Australian natural environmental systems you encounter during your extended fieldwork trip. You will use field observation and texts - writing, drawings and diagrams - to communicate and present your observations and ideas. You will also be evaluated on your participation and professional practice as you conduct research and engage in the field trip. Submit: During the field trip.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Description and analysis of outdoor fieldwork observations and experiences.	1 2
	2	Knowledge and understanding of principles of earth and environmental studies	1 3
	3	Effective language, structure, text and communication skills to express information and ideas	4
	4	Knowledge and execution of professional conduct, OES fieldwork behaviour and safety culture.	1 2
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

## All - Assessment Task 3: Analysis of personal experiences in natural settings

<b>GOAL:</b>	In this culminating task you will demonstrate your ability to draw on the relevant literature to critically reflect on your experiences on the practical fieldwork components of the course.		
<b>PRODUCT:</b>	Essay		
<b>FORMAT:</b>	In this task, you will demonstrate your ability to apply relevant literature, your outdoors knowledge and observation skills to critically reflect on your experiences of practical fieldwork and outdoor activities during the semester.  In addition, submit your field journal of notes and visual material collected throughout the semester which contains detailed notes and fieldwork observations you have utilised in your essay. The field journal mark has a weighting of 20%.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Analysis of learning experiences on the practical field trip components of the course.	1 2
	2	Application of theory to the analysis of fieldwork experiences.	1 3
	3	Employment of effective language, structure and text to communicate information and ideas	4
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy		

## 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.

### 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
n/a	n/a

## 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

There are no required/recommended resources for this course.

### 8.2. Specific requirements

OES104 is structured to provide you with a sequence of fieldwork experiences (including overnight) that equip you with the knowledge and practical skills necessary to meet industry-established safety standards. Therefore, the University and our industry partners expect you to participate in all of the fieldwork and directed study activities and demonstrate satisfactory proficiency in the safety-related activities required for safe participation in this course. Please note that field trip dates are subject to change because of adverse weather and other mitigating circumstances.

You are required to complete and gain 100% on the WHS quiz before the first practice 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: a day pack with a waterproof cover, reusable water bottle, hiking shoes, broad-brimmed hat and rain jacket. You may be required to provide your own transport to and from field trip starting locations.

You will need to be aware of the course's physical components and location requirements. 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. Please note that a good level of fitness is required.

## 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:

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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. 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).

### 10.6. 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.

### 10.7. 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.

### 10.8. 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>

### 10.9. 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.

### 10.10. General Enquiries

#### In person:

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

