

# OES301 Leading Coastal Environmental Studies

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

2024 | Semester 2

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

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.

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

| ACTIVITY   | HOURS | BEGINNING WEEK | FREQUENCY |
|--|-------|----------------|-----------|
| <b>BLENDED LEARNING</b>  |       |                |           |
| <b>Tutorial/Workshop 1</b> – A mixture of online and face-to-face tutorials and workshops throughout the semester.                                   | 2hrs  | Week 1         | 3 times   |
| <b>Fieldwork</b> – Students will participate in a 1x day and a three-day fieldtrip   | 8hrs  | Week 2         | 4 times   |
| <b>Learning materials</b> – You will be required to engage with some asynchronous learning materials to prepare you for the fieldwork in this course | 1hr   | Week 1         | 10 times  |

### 1.3. 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)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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... | ALTC Threshold Learning Outcomes |
| 1 Identify, analyse and synthesis key learnings from outdoor education fatality case studies in Australia               | Knowledgeable<br>Empowered   | 6                                |
| 2 Utilise specific knowledge of places, skills and experience to lead environmental studies fieldwork with novices.     | Knowledgeable<br>Empowered   | 1, 2, 3, 5                       |
| 3 Apply facilitation skills and strategies in coastal environments.   | Engaged<br>Sustainability-focussed                                     | 1, 2                             |
| 4 Develop and facilitate safe and pedagogically sound educational activities consistent with outdoor learning theories. | Creative and critical thinker<br>Empowered                             | 1, 2, 3, 4, 6, 7                 |
| 5 Critically evaluate program design and demonstrate self-appraisal of leadership experiences.                          | Creative and critical thinker<br>Empowered                             | 5, 7                             |
| 6 Develop communication skills appropriate for an outdoor leader  | Empowered  | 5                                |

\* 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                                |
| 7                                | Outdoor educators routinely engage in reflective practice  |

### 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

OES300 and enrolled in Program ED315 or ED312

#### 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 receive feedback on their presentation in Assessment Task #1 before week 4.

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        | Case Study                             | Individual           | 20%         | 10-minute presentation         | Refer to Format                              | In Class                  |
| All           | 2        | Plan                                   | Individual and Group | 30%         | 3000 words                     | Refer to Format                              | Online Submission         |
| All           | 3        | Artefact - Creative, and Written Piece | Individual           | 20%         | A3 poster presentation         | Week 13                                      | Online Submission         |
| All           | 4        | Oral                                   | Individual           | 30%         | 45-minute group discussion     | Throughout teaching period (refer to Format) | To be Negotiated          |

All - Assessment Task 1: Fatality Case-Study Analysis

|                  |   |   |
|------------------|---|---|
| <b>GOAL:</b>     | You will conduct an analysis of an Australian outdoor education fatality and present the findings to your peers.        |   |
| <b>PRODUCT:</b>  | Case Study  |   |
| <b>FORMAT:</b>   | Multi-media presentation providing a narrative account and analysis of the allocated case using the provided resources. |   |
| <b>CRITERIA:</b> | <b>No.</b>  | <b>Learning Outcome assessed</b>                  |
|                  | 1   | Analysis of case details and contributing factors |
|                  | 2   | Synthesis of key findings                         |
|                  | 3   | Oral communication                                |

All - Assessment Task 2: Leadership Plan for 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> | Plan  |
| <b>FORMAT:</b>  | Submit: 1 week before field trip. 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%) |

| CRITERIA: | No. | Learning Outcome assessed  |
|-----------|-----|--|
|           | 1   | Apply facilitation skills and strategies in coastal environments. 2 3  |
|           | 2   | Facilitation of safe and pedagogically sound educational activities. 2 4   |
|           | 3   | Planning and design of program 2 4   |
|           | 4   | Demonstration of strategies to ensure student safety 1 4   |
|           | 5   | Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions 6 |

#### All - Assessment Task 3: Outdoor Teaching Philosophy Statement

| <b>GOAL:</b>    | To clarify the values and theories that underpin your outdoor leading and teaching practice.  |  |
|-----------------|---|--|
| <b>PRODUCT:</b> | Artefact - Creative, and Written Piece  |  |
| <b>FORMAT:</b>  | In this task, the output will be an A3 poster presentation that uses graphics and text to communicate your outdoor teaching and leading philosophy. |  |
| CRITERIA:       | No.   | Learning Outcome assessed  |
|                 | 1   | Identification of values and beliefs about teaching and learning drawing on evidence-based theory. 2 4 5 |
|                 | 2   | Explanation of how values and beliefs inform the way they teach. 2 4 5                                   |
|                 | 3   | Explanation of how optimal learning environments are created for all students. 2 4 5                     |
|                 | 4   | Communication skills 6   |

#### All - Assessment Task 4: Evaluation of Leadership Experiences

| <b>GOAL:</b>    | To review and critique your experiences leading the near-peer leadership trip.  |   |
|-----------------|---|---|
| <b>PRODUCT:</b> | Oral  |   |
| <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. This review will occur with their group within 2-3 weeks of the end of their trip at a time to be organised with the course co-ordinator. |   |
| CRITERIA:       | No.   | Learning Outcome assessed   |
|                 | 1   | Reflection and critique on experiences and summary of key learnings 5 |
|                 | 2   | Application of outdoor learning theories in literature 4 5            |
|                 | 3   | Oral communication 6  |

## 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

| REQUIRED? | AUTHOR                                  | YEAR | TITLE   | EDITION | PUBLISHER |
|-----------|---|------|---|---------|-----------|
| Required  | Thomas, G. J., Dymont, J., & Prince, H. | 2021 | Outdoor environmental education in higher education. International Perspectives | 1st     | Springer  |

## 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. 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

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)