

**DISCLAIMER:** The course outline below serves as a general informational guide for students. Course content and assessment modes may vary for different lecturers. Actual course outlines will be made known to students on GeNIEus by the individual lecturers. **DO NOT** purchase textbooks based on the information contained in this document.

## **IPE3120 THEORY AND PRACTICE IN OUTDOOR EDUCATION (PRIMARY)**

### **LEARNING OBJECTIVE**

This course examines key philosophical underpinnings, trends and issues related to outdoor education. It allows student teachers to reflect on the varied pedagogical approaches to outdoor learning and their impact on learning outcomes. Student teachers will gain an understanding of the strands and learning outcomes of outdoor education in the Primary PE curriculum. Besides discussions, student teachers will also be equipped with basic outdoor skills through practical sessions. The course will culminate in a 5-day overnight outdoor experience where student teachers will be able to apply their newly acquired knowledge and skills.

### **LEARNING OUTCOME**

Upon the completion of the course, student teachers will be able to:

- Understand the key philosophical underpinnings, trends and issues related to outdoor education.
- Examine different pedagogical approaches in outdoor learning and apply them in their own practice.
- Experience how outdoor learning theories can be enacted in outdoor education in the Primary PE curriculum.
- Understand the three strands and the learning outcomes of outdoor education in the Primary PE curriculum.
- Demonstrate basic outdoor skills required for the teaching of outdoor education in the Primary PE curriculum.

### **COURSE OUTLINE**

<b>Week</b>	<b>Content</b>	<b>Lecture hours</b>	<b>Tutorial hours</b>
1	Lesson 1 – Philosophical underpinnings <ul style="list-style-type: none"><li>• Definitions and models of outdoor education</li><li>• Outdoor education in different countries</li></ul> Lesson 2 –Why outdoor education? <ul style="list-style-type: none"><li>• Evidence of the outcomes of outdoor education</li><li>• Assumptions of what outdoor education can achieve</li></ul>	0	2
2	Lesson 3 – Key pedagogical approaches in outdoor education <ul style="list-style-type: none"><li>• Place-based approach</li><li>• Expeditionary learning approach</li><li>• Socio-ecological approach</li></ul> Lesson 4 – The place of experiential learning in outdoor education	0	2

	<ul style="list-style-type: none"> <li>• Experience and education</li> <li>• Facilitating outdoor experiences</li> </ul>		
3	<p>Lesson 5 – The role of outdoor education in the Primary PE curriculum</p> <ul style="list-style-type: none"> <li>• The outdoor education framework in the PE curriculum</li> <li>• Learning outcomes for outdoor education in the PE curriculum</li> <li>• Assessment of learning outcomes</li> </ul> <p>Lesson 6 – Risk assessment and management</p> <ul style="list-style-type: none"> <li>• Concepts of risks, hazards</li> <li>• Models of risk assessment and management</li> <li>• Approaches to risk assessment and management for outdoor education</li> </ul>	0	2
4	<p><u>Enactment of the 3 strands through practical sessions.</u></p> <p>Lesson 7 – Practical session</p> <ul style="list-style-type: none"> <li>• Navigation skills</li> </ul> <p>Lesson 8 – Practical session</p> <ul style="list-style-type: none"> <li>• Outdoor living skills – Camp planning and packing</li> </ul>	0	2
5	<p>Lesson 9 – Practical session</p> <ul style="list-style-type: none"> <li>• Outdoor living skills - Outdoor cooking</li> </ul> <p>Lesson 10 – Practical session</p> <ul style="list-style-type: none"> <li>• Outdoor living skills – Shelter-building</li> </ul>	0	2
6	<p>Lessons 11&amp;12 – Principles of camp planning and management</p> <ul style="list-style-type: none"> <li>• Formation of organising committee and subcommittees</li> <li>• Programme objectives</li> <li>• Identification of group project</li> <li>• Deployment of duties</li> <li>• Risk assessment</li> <li>• Route-setting/packing/logistics preparations</li> <li>• Facilitation of learning</li> <li>• Presentation by subcommittees</li> </ul>	0	2
7	<p>5-day overnight outdoor experience</p> <p>Day One – Preparation for residential camp (water-proofing clothes, packing, food preparation and packing, safety briefing etc).</p>	0	5-day

	Day Two to Five – Residential camp <ul style="list-style-type: none"> <li>• Executing the residential camp plan</li> <li>• Practical risk assessment and management</li> <li>• Group project</li> <li>• Facilitating the experience</li> </ul>		
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### **COURSE ASSESSMENT**

	<b>Component Weightage</b>	<b>Due Dates</b>
Outdoor skills performance	20 %	dd-mm-yr
5-day overnight outdoor experience	40 %	dd-mm-yr
Written assignment	30%	dd-mm-yr
Demonstration of professional qualities	10%	

### **TEXTBOOKS/REFERENCES**

- a. Atencio, M., Tan, Y. S. M., Ho, S., & Chew, T. C. (2015). The place and approach of outdoor learning within a holistic curricular agenda: development of Singaporean outdoor education practice. *Journal of Adventure Education and Outdoor Learning*, 15(3), 181-192.
- b. Brown, M. (2008). Outdoor education: opportunities provided by a place based approach. *New Zealand Journal of Outdoor Education*, 2(3), 7-13.
- c. Ho, S. (2014). The purposes outdoor education does, could and should serve in Singapore. *Journal of Adventure Education and Outdoor Learning*, 14(2). 152-171.
- d. Ho, S., Atencio, M., Tan, Y. S. M., & Chew, T. C (in press). The inclusion of outdoor education in the formal school curriculum: Singapore's journey. In B. Humberstone, H. Prince, & K. A. Henderson (Eds.), *International Handbook of Outdoor Studies*, (pp. 277- 287). Abington, Oxon: Routledge.
- e. O'Brien, L. (2009). Learning outdoors: the Forest School approach. *Education 3-13*, 37(1), 45-60.
- f. Wattoo, B., & Brown, M. (2011). *A pedagogy of place: Outdoor education for a changing world*. Clayton, Vic.: Monash University Publishing.