

Liverpool John Moores University

Title: Theoretical Foundations of Outdoor Education
Status: Definitive
Code: **4012OUTDOR** (117686)
Version Start Date: 01-08-2016

Owning School/Faculty: Sports Studies, Leisure and Nutrition
Teaching School/Faculty: Sports Studies, Leisure and Nutrition

Team	Leader
Kaye Richards	Y

Academic Level: FHEQ4 **Credit Value:** 24 **Total Delivered Hours:** 48
Total Learning Hours: 240 **Private Study:** 192

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	40
Seminar	4
Tutorial	2

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Exam	Ass 1		30	2
Essay	Ass 2		50	
Presentation	Ass 3		20	

Aims

To introduce the students to philosophies and theories of Outdoor Education with regard to the fundamental issues of growth, style and value. To give students the basic theoretical understanding of the psychological processes related to outdoor learning and leadership.

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate an understanding of the key psychological theory and processes that underpin approaches to human development, teaching, learning, coaching, and leadership in Outdoor Education.
- 2 Recognise the diverse range of practice in Outdoor Education and be able to locate these within key philosophical and sociological perspectives
- 3 Identify the key historical developments and contemporary issues that have affected the growth and current provision of Outdoor Education

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Exam 2 hours	1
Essay 2000 Words	3
Presentation 15minutes	2

Outline Syllabus

This module aims to provide students with a broad understanding of the key theoretical perspectives that inform and underpin Outdoor Education. This will cover an examination of key historical influences, along with contemporary views on practice. Students will be introduced to key psychological theory and processes that underpin effective teaching, facilitation and leadership in the outdoors. Students will develop a capacity to justify the role and benefits of Outdoor Education, by drawing upon key literature and research.

Learning Activities

Lectures, combined with group discussions focusing on structured consideration of prescribed reading. Group discussions will emphasise the development of critical reflective skills of literature, oral skills, illustrating and sharing ideas and will introduce students to constructing argument with conflicting as well as supporting ideas. Overall, this will enable students to be more equipped to justify the role and purpose of Outdoor Education and discuss their own Outdoor Education philosophy. Students will also engage in structured experiential learning activities to enable develop an appreciation of teaching and learning strategies used in Outdoor Education.

Notes

This module is an introduction to key theoretical principles, allowing students to understand the history, influences and approaches across a range of Outdoor Education practice. The key areas of knowledge will be applied to practice across other modules and developed more critically at Level 5 and Level 6.