

## Liverpool John Moores University

Title: Environmental Perspectives in Outdoor Education  
Status: Definitive  
Code: **5022OUTDOR** (117691)  
Version Start Date: 01-08-2016

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

Team	Leader
Duncan Martin	Y

**Academic Level:** FHEQ5      **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	24
Off Site	5
Practical	5
Seminar	11

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Exam	Ass. 1	Two Exams, Semester 1 (1hr, 20%), Semester 2 (2Hrs, 40%)	60	3
Portfolio	Ass. 2		40	

### Aims

*To examine the ecological crisis and responses to it. It will comprise an analysis, synthesis and evaluation of the nature, distribution and significance of physical and biological resources, their exploitation and conservation. It will also examine environmental education initiatives using a theoretical and discursive approach*

*based upon practical experience gained during the module, students' personal experiences and background reading. This approach will enable students to begin to make reasoned and carefully constructed comparisons and evaluations of different approaches.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 identify and discuss the significance of the major ecological problems facing the planet, through an examination of natural resource exploitation and environmental issues
- 2 evaluate the philosophical, ethical, educational and political bases of responses to the ecological crisis.
- 3 evaluate the arguments for and against Environmental Education being a part of schooling.

## **Learning Outcomes of Assessments**

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

Exam 1 (20%)	Exam 2 (40%)	1	3
Portfolio		2	

## **Outline Syllabus**

*The nature and extent of the ecological crisis through- the nature of physical and biological resources. The distinction between renewable and non-renewable resources. Exploitation and over-exploitation of resources - social and economic factors, ecological attitudes and planning. Ecological Footprints and Lifestyle Impact assessment. The response to the ecological crisis- Historical review of environmentalism. Regional/National and International policy responses to the Ecological Crisis E.g. The National Curriculum; the history of its development in relation to Environmental Education. Other international approaches to Environmental Education such as Friluftsliv (Nature Life), Earth Education, Learning Through Landscapes, Local Agenda 21 Initiatives. Environmental Administration, Stewardship and sustainability. The responsibilities of outdoor and environmental organisations to the environment. An analysis of the theoretical foundations of environmentalism which could include Ecosocialism and Utopianism, Social Ecology and Deep Ecology, aspects of Technological environmentalism, Ecopsychology.*

## **Learning Activities**

Lectures, student-led seminars, Tutorials, Practical Field visit to the Centre for Alternative Technology, Ecological Footprint Assessment.

## Notes

This module will provide students with opportunities to analyse, synthesise and evaluate the nature, distribution and significance of physical and biological resources, their exploitation and conservation. It will focus upon the usage of natural resources from a personal and social perspective and provide students with opportunity to examine the impact of their own lifestyles and evaluate their attempts to lessen their ecological impact. It will also introduce students to a range of different environmental education initiatives using a theoretical, and discursive approach based upon practical experience gained during the module, students' personal experiences and background reading. This approach will enable students to begin to make reasoned and carefully constructed comparisons and evaluations of different approaches.