ECHE310

Play-based Curriculum: Discovery and Creativity in Outdoor Environments

S1 External 2018

Department of Educational Studies

Contents

General Information 2

Learning Outcomes 2

General Assessment Information 3

Assessment Tasks 5

Delivery and Resources 7

Unit Schedule 8

Policies and Procedures 9

Graduate Capabilities 11

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General Information

Unit convenor and teaching staff Unit convenor, lecturer and tutor Helen Little helen.little@mq.edu.au Contact via via iLearn dialogue X5B235 Wednesday 10am - 12pm or by appointment
Credit points 3
Prerequisites 39cp at 100 level or above including (ECH113 or ABEC120)
Corequisites
Co-badged status
Unit description This unit examines the role of outdoor environments in providing opportunities for young children to engage in discovery and creative play and physical activity. The unit builds on students' foundational understanding of play-based pedagogies to enhance their capacity to recognise, evaluate and design play-based environments and experiences that promote learning for children from birth to school age. The unit explores inter-relationships between affordances in the outdoor environment, children's play behaviours and their learning, with a particular emphasis on relationship-based learning, scientific inquiry, problem-solving and physical activity. The unit requires students to engage critically with a range of relevant contemporary issues which have the potential to impact on children's opportunities for learning and development. Students also consider issues of inclusive practice for children with different educational and developmental capabilities and with different social and cultural backgrounds.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Articulate an understanding of the major theoretical developments in outdoor learning

environments

Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.

Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments

Design rich, integrated and inclusive outdoor play experiences for children aged birth to five

Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework

Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments

Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

General Assessment Information

PLEASE REFER TO INFORMATION ON iLEARN FOR FURTHER DETAILS OF ASSESSMENT TASKS AND MARKING CRITERIA

All assessment tasks for this unit are submitted online.

Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format for submission.
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Assignment cover sheets are NOT required for this unit.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.

- Generally, one Originality Report is generated every 24 hours up to the due date.

When preparing your assignments, it is essential that:

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'Assignment extensions and late penalties' section below for more details);
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Special Consideration" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Special Consideration policy and are submitted via ask.mq.edu.au*. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

- Please notify the unit coordinator of your intention to request an extension (via Dialogue in iLearn), however, an extension will only be granted on receipt of the completed form

submitted through ask.mq.edu.au, plus documentation.

- Emails are not appropriate means of extension requests.
- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension

Academic Honesty

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. Department of Educational Studies students are required to use the American Psychological Association (APA) 6th referencing procedures. Full details about how to cite and reference correctly can be found in online APA guides or **Perrin (2015)**.

The following guide can be purchased from the Co-op Bookshop.

Perrin, R. (2015). Pocket guide to APA style (5th ed.). Stamford, CT: Cengage Learning.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment 1	20%	No	18 March 2018
Assignment 2	35%	No	29 April 2018
Assignment 3	45%	No	5 June 2018

Assignment 1

Due: **18 March 2018**
Weighting: **20%**

Professional reflection based on your personal experience of outdoor environments as a child. In this reflection, you will consider at least two contemporary issues (with reference to relevant literature) impacting on children's outdoor play in relation to your own experiences.

On successful completion you will be able to:

- Articulate an understanding of the major theoretical developments in outdoor learning environments
- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments

Assignment 2

Due: **29 April 2018**
Weighting: **35%**

EC education for sustainability and science learning in the outdoor environment. Essay and planning for a specific issue/topic related to sustainability.

On successful completion you will be able to:

- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five
- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework
- Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments
- Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Assignment 3

Due: **5 June 2018**
Weighting: **45%**

Planning for outdoor learning: Students design outdoor learning spaces for infants, toddlers & preschool aged children and provide a justification for their choice of learning spaces, resources, and physical elements within the environment and a discussion of the learning potential in terms of affordances for physical activity, risk-taking, engagement with nature.

On successful completion you will be able to:

- Articulate an understanding of the major theoretical developments in outdoor learning environments
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five
- Understand how outdoor environments can foster holistic learning outcomes as specified

in the Early Years Learning Framework
- Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments
- Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Delivery and Resources

Students in this unit should read this unit guide carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult the Unit Coordinator.

Relevant Documents

The information in this *Unit Guide* must be read in conjunction with the following documents available for download from iLearn:

- *Unit outline (including weekly readings and assessment details)*

Electronic Communication

During semester time, staff may contact students using the following ways:

- *Dialogue* function on iLearn
- Official *MQ Student Email* Address

It is the student's responsibility to check all electronic communication on a regular weekly basis.

Learning and Teaching Methods

The unit is offered in both internal and external mode. Content in this unit will be delivered using a combination of live and pre-recorded lectures, required readings, individual study tasks and weekly tutorials (on campus days for external students).

The timetable for ***internal students*** is as follows:

Lecture: Wednesday 1.00pm 4 Western Rd – 320 (W5C320)

Tutorial:

Wednesday 2.00 – 3.30pm 29 Wally's Walk – 134 (X5B134) **OR**

3.30-5.00pm 29 Wally's Walk – 134 (X5B134)

Note: tutorials will commence in Week 1

Compulsory on campus days for ***external students*** will be held on ***Monday 23 April*** **and** ***Tuesday 24 April***.

Unit Expectations

- In order to be eligible for a passing grade, students must meet the following attendance

requirements:

  - Internal students: Attend weekly tutorials – punctuality is expected.
  - External Students: Attend on-campus sessions – punctuality is expected.
- Students are required to contribute to all online and/or tutorials tasks
- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen to weekly lectures before completing tasks and attending tutorials
- **All** assessment tasks must be submitted

Prescribed Text:

Little, H., Elliott, S., & Wyver, S. (2017). *Outdoor learning environments: Spaces for exploration, discovery and risk-taking in the early years.* Sydney: Allen & Unwin.

Unit Schedule

ECHE310 Lecture Schedule 2018

	Week	Topic	Lecturer
Module 1: **Approaches to outdoor learning**	**1** **28 Feb**	**Historical, contemporary and theoretical approaches to outdoor learning environments**	Helen Little
	2 **7 Mar**	**Contemporary issues**	Helen Little
Module 2: Outdoor environments as pedagogical spaces	**3** **14 Mar**	**Planning effective outdoor environments** (live lecture) **The regulatory context of outdoor learning environments** (pre-recorded lecture)	Helen Little
	4 **21 Mar**	**Natural playspaces** (live lecture) **Outdoor environments for infants and toddlers** (pre-recorded lecture)	Helen Little Sheila Degotardi
	5 **28 Mar**	**Playing outside**	Helen Little

		Outdoor environments for pre-schoolers (pre-recorded lecture)	Luke Touhill
	6 **4 Apr**	**Sustainable practice and environmental responsibility**	Helen Little
	7 **11 Apr**	**Physically active play** (live lecture) **Creative play** (pre-recorded lecture)	Helen Little TBC
	8 **2 May**	**Thinking outdoors**	Janet Robertson
	9 **9 May**	**No lectures or tutorials**	
	10 **16 May**	**No lectures or tutorials**	
	11 **23 May**	**Who can play? Supporting participation and inclusion** (live lecture) **Relationships based learning and teaching** (pre-recorded lecture)	Helen Little Helen Little
Module 3: **Relationships-based learning**	**12** **30 May**	**Managing risk in play**	Helen Little
	13 **6 June**	**Environments beyond the gate**	Helen Little

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy

- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five
- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework

Assessment tasks

- Assignment 2
- Assignment 3

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Critically reflect on relevant contemporary societal issues and how these may impact on children’s learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate

outdoor environments
- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five
- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework
- Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments
- Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments

Assessment task

- Assignment 2

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able

to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Articulate an understanding of the major theoretical developments in outdoor learning environments
- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five
- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework
- Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments
- Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Articulate an understanding of the major theoretical developments in outdoor learning environments
- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.

- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five
- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework
- Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments
- Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Assessment tasks

- Assignment 2
- Assignment 3

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to

read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Articulate an understanding of the major theoretical developments in outdoor learning environments
- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five
- Understand how outdoor environments can foster holistic learning outcomes as specified in the Early Years Learning Framework
- Articulate a range of intentional teaching strategies which can enhance children's learning in outdoor environments

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Draw on contemporary theoretical and curriculum approaches to critically evaluate outdoor environments
- Consider social, cultural and educational diversity when planning for and evaluating

outdoor learning environments for children aged birth to five years.

Assessment tasks

- Assignment 2
- Assignment 3

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Articulate an understanding of the major theoretical developments in outdoor learning environments
- Critically reflect on relevant contemporary societal issues and how these may impact on children's learning opportunities.
- Design rich, integrated and inclusive outdoor play experiences for children aged birth to five
- Consider social, cultural and educational diversity when planning for and evaluating outdoor learning environments for children aged birth to five years.

Assessment tasks

- Assignment 2
- Assignment 3