

## EDUC20070 Sport and Outdoor Education

Credit Points:	12.50											
Level:	2 (Undergraduate)											
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.											
Time Commitment:	Contact Hours: 1 x 1-hour lecture per week with two fieldtrips conducted on weekends Total Time Commitment: 120 hours											
Prerequisites:	<table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC10051 Sports Coaching: Theory and Practice</td><td>Semester 1, Semester 2</td><td>12.50</td></tr><tr><td>EDUC20068 Sport &amp; Education in Australian Society</td><td>Semester 1, Semester 2</td><td>12.50</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC10051 Sports Coaching: Theory and Practice	Semester 1, Semester 2	12.50	EDUC20068 Sport & Education in Australian Society	Semester 1, Semester 2	12.50
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EDUC20068 Sport & Education in Australian Society	Semester 1, Semester 2	12.50										
Corequisites:	None											
Recommended Background Knowledge:	None											
Non Allowed Subjects:	None											
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Overview, Objectives, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>											
Coordinator:	Dr John Quay											
Contact:	John Quay											
Subject Overview:	This subject examines the educational relevance of sport and outdoor education. Through both practical experience and theoretical framing, the educational relevance of sport and outdoor recreation is investigated and analysed. This investigation and analysis will draw comparisons and contrasts between sport and outdoor education, as well as considering broader notions of curriculum as exemplified in the Victorian Essential Learnings Standards. A philosophical perspective will be taken in regards to comprehending this investigation and analysis, informed primarily by the theories of John Dewey. Participating students will be required to fund a portion of the cost of travel and accommodation necessary to complete the requirements of the subject. Further information is available from the subject coordinator.											
Objectives:	On completion of the course it is expected that students should be able to: <ul style="list-style-type: none"><li>• Describe the aims and function of the Victorian Essential Learning Standards.</li><li>• Explain a theory of education as informed by the philosophy of John Dewey.</li><li>• Evaluate the educational relevance of sport and outdoor education.</li><li>• Apply a theory of education in the analysis of the educational relevance of particular educational areas.</li></ul>											
Assessment:	2 x 1000-word phenomenologically orientated reports which detail field trip experience (25% each, 50% in total) spread through the semester; 1 x 2000 word analysis of the similarities and differences between the two prior reports informed by the philosophical framework covered in classes (50%), due at the end of semester.											

<b>Prescribed Texts:</b>	Subject reader or readings online.
<b>Breadth Options:</b>	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> <li># <b><u>Bachelor of Arts</u></b> (<a href="https://handbook.unimelb.edu.au/view/2012/B-ARTS">https://handbook.unimelb.edu.au/view/2012/B-ARTS</a>)</li> <li># <b><u>Bachelor of Biomedicine</u></b> (<a href="https://handbook.unimelb.edu.au/view/2012/B-BMED">https://handbook.unimelb.edu.au/view/2012/B-BMED</a>)</li> <li># <b><u>Bachelor of Commerce</u></b> (<a href="https://handbook.unimelb.edu.au/view/2012/B-COM">https://handbook.unimelb.edu.au/view/2012/B-COM</a>)</li> <li># <b><u>Bachelor of Environments</u></b> (<a href="https://handbook.unimelb.edu.au/view/2012/B-ENVS">https://handbook.unimelb.edu.au/view/2012/B-ENVS</a>)</li> <li># <b><u>Bachelor of Music</u></b> (<a href="https://handbook.unimelb.edu.au/view/2012/B-MUS">https://handbook.unimelb.edu.au/view/2012/B-MUS</a>)</li> <li># <b><u>Bachelor of Science</u></b> (<a href="https://handbook.unimelb.edu.au/view/2012/B-SCI">https://handbook.unimelb.edu.au/view/2012/B-SCI</a>)</li> <li># <b><u>Bachelor of Engineering</u></b> (<a href="https://handbook.unimelb.edu.au/view/2012/B-ENG">https://handbook.unimelb.edu.au/view/2012/B-ENG</a>)</li> </ul> <p>You should visit <b><u>learn more about breadth subjects</u></b> (<a href="http://breadth.unimelb.edu.au/breadth/info/index.html">http://breadth.unimelb.edu.au/breadth/info/index.html</a>) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject, students will have the knowledge, skills and understanding to enable them to:</p> <ul style="list-style-type: none"> <li>• Be flexible and able to adapt to change through knowing how to learn, where knowledge is closely entwined with practice;</li> <li>• Understand the significance of developing their practice on the basis of research evidence;</li> <li>• Work in teams with skills in cooperation, communication and negotiation and to teach these same skills;</li> <li>• Be independent of mind, responsible, resilient, self-regulating;</li> <li>• Have a conscious personal and social values base.</li> </ul>
<b>Related Breadth Track(s):</b>	Leading Community Sport and Recreation