

**MODULE SPECIFICATION FORM**

Module Title: Learning Beyond the Classroom	Level: 5	Credit Value: 20
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Module code: EDP519 (if known)	Cost Centre: GAPE	JACS2 code: X300
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Semester(s) in which to be offered: 1/2	With effect from: September 2013
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<b>Office use only:</b> To be completed by AQSU:	Date approved: July 2013 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any):
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Originating Academic area: Education	Module Leader: Karen Rhys Jones
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate): BA (Hons) Education BA (Hons) Education (Counselling and Psychology) BA (Hons) Education (Additional Learning Needs/Special Educational Needs)
Scheduled learning & teaching hours: 60	
Independent study hours: 140	
Placement hours: 0	

Percentage taught by Subjects other than originating Subject (please name other Subjects):	None
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Programme(s) in which to be offered:	BA (Hons) Education BA (Hons) Education (Counselling and Psychology) BA (Hons) Education (Additional Learning Needs/Special Educational Needs)	Pre-requisites per programme (between levels):
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### Module Aims

To enable students to:

- Develop an awareness of learning beyond the classroom within the current educational climate;
- Promote an understanding of the importance of a good educational experience and the place of learning beyond the classroom;
- Develop an understanding of the potential for learning beyond the classroom.

### Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Demonstrate that every young person should be given opportunities to experience the world of learning beyond the classroom;
2. Examine the importance of experiences beyond the classroom as an essential part of learning and personal development;
3. Consider the contributions that learning beyond the classroom makes to the holistic development of young people.

Transferable/Key Skills and other attributes:

- Communication skills;
- Presentation skills;
- Thinking skills;
- Reflective skills;
- Team work;
- Personal and social skills;

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

Two assessments are required:

- A report of how the outdoor classroom contributes to the individual that focuses on a particular site/location, including a plan for a learning experience outside the classroom and detailing how the environment could be utilised, the likely impact on learning and the contribution it may have to individual development;
- A presentation evaluating the potential learning/experiences which may occur.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2	Report	60%		2,500
2	3	Presentation	40%		15 minutes

### **Learning and Teaching Strategies**

The module will use a variety of methods for teaching & learning, including lectures, group work, discussion, practical, visits, fieldwork and presentations enhanced by outside speakers with professional experience. Tutorials will be provided to support the assignments and will be available on a group, individual or online basis.

## **Syllabus outline**

“We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstance.”

(Learning Outside The Classroom Manifesto, DCSF, July 2007)

- Learning outside the indoor classroom as being highly motivating;
- Learning: In the school grounds, in the locality, on residential experiences, by visiting sites further afield;
- Stimulating interest, curiosity and passion for ‘doing’;
- Theorists supporting learning beyond outside classroom (Froebel, Rousseau, Isaacs);
- Activities which broaden young people’s horizons;
- Activities which enable young people to develop new skills and build relationships;
- Pedagogy and education for supporting learners outside of classroom settings;
- Developing the whole child/young person;
- Impact on learning and raising achievement;
- Imaginative practice in learning beyond the classroom;
- Developing the outside area;
- Supporting learners outside of classroom settings;
- The importance of how and where we learn;
- Perspective of other countries;
- Risk assessment.

## **Bibliography**

### **Essential reading:**

Bilton, H. (2010), *Outdoor Learning in the Early Years: Management and Innovation*, 3<sup>rd</sup> Edition, Routledge.

The Department for Education and Skills (2006), *Learning Outside the Classroom Manifesto*.

Waite, S. (2011), *Children Learning Outside the Classroom: From Birth to Eleven*, Sage Publications Ltd.

### **Other indicative reading:**

Austin, R. (2007), *Letting the Outside in: Developing Teaching and Learning Beyond the Early Years Classroom*, Trentham Books.

Harriman, H. (2008), *The Outdoor Classroom: A Place to Learn*, Red Robin Books.

Knight, S. (2009), *Forest Schools & Outdoor Learning in the Early Years*, Sage Publications.

Louv, R. (2010), *Last Child in the Woods: Saving Our Children from Nature-deficit Disorder*, Atlantic Books.

Melber, L. (2008), *Informal Learning and Field Trips Engaging Students in Standards-Based Experiences Across the K-5 Curriculum* London: Sage.

White, J. (2007), *Being, Playing and Learning Outdoors: Making Provision for High Quality Experiences in the Outdoor Environment (The Nursery World / Routledge Essential Guides for Early Years Practitioners)*, Routledge.

### **Journals:**

#### **Articles by**

Nundy, S., Dillon, J. and Dowd, P. (2009), *Improving and encouraging teacher confidence in out-of-classroom learning: the impact of the Hampshire Trailblazer project on 3-13 curriculum practitioners*, *Education 3-13*, 37:1,61-73

Waite, S (2007), *Memories are made of this': some reflections on outdoor learning and recall*: *International Journal of Primary, Elementary and Early Years Education*, 35:4, 333-347

Waite, S. (2011), *Teaching and learning outside the classroom: personal values, alternative pedagogies and standards*, *Education 3-13*, 39: 1, 65-82,

Zink, R. and Burrows, L. (2010), *Is what you see what you get? The production of knowledge in-between the indoors and the outdoors in outdoor education'*, *Physical Education & Sport Pedagogy*, 13: 3, 251-265.

**Web based resources:**

*Learning Outside the Classroom - Manifesto*

<https://www.education.gov.uk/publications/eOrderingDownload/LOtC.pdf>

The Council for Learning Outside the Classroom and The Department for Children, Schools and Families: The Learning Outside the Classroom Quality Badge [online].:

[www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk)

The Department for Education and Skills (2006), *Learning Outside the Classroom Manifesto* [online].

<http://www.lotc.org.uk/getmedia/fe5e8f73-a53c-4310-84af-c5e8c3b32435/Manifesto.aspx>