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THE UNIVERSITY *of* EDINBURGH
MORAY HOUSE SCHOOL OF EDUCATION



MSc / PG DIPLOMA / PG CERTIFICATE PROGRAMMES in
OUTDOOR EDUCATION
OUTDOOR ENVIRONMENTAL AND SUSTAINABILITY EDUCATION
PERSONAL AND SOCIAL DEVELOPMENT AND OUTDOOR EDUCATION

REVALIDATION OF EXISTING PROGRAMMES

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1 INTRODUCTION

1.1 Context and Historical Development

The outdoor education section of Moray House School of Education has, for almost 40 years, been one of the leading providers of outdoor and environmental education in the world and has an international reputation for teaching, research and continuous professional development (CPD). Recruitment to taught degrees and postgraduate research degrees is strong both nationally and internationally and the outdoor education team receives frequent requests for national, EU and international CPD courses, advisory roles and research contracts. The team has also developed an internationally recognised research profile for theory-informed applied research that emphasises the interdisciplinary nature of outdoor education and the place of landscape and its resources in integrated educational development.

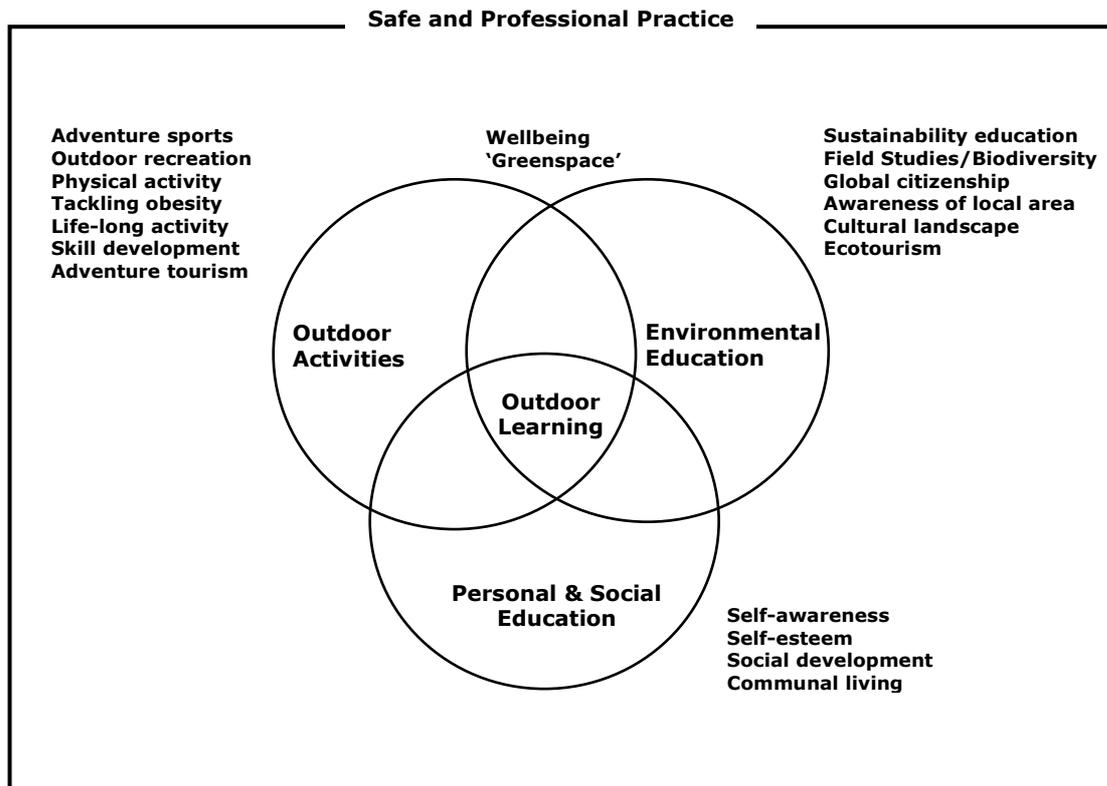
Throughout this period the programmes offered have of course been subject to philosophical and pragmatic changes. Initially, when it was first offered in 1972 the one-year programme was thought of as primarily an in-service training for teachers working in local authorities. Although it had been planned and validated prior to the death of four pupils from Ainslie Park School (Edinburgh) in the Cairngorms in the winter of 1971, this incident gave an added rationale for the programme. The award gained CNAA validation as a DPSE (Outdoor Education) in 1991 and was validated (in the session 1991/92) by the Academic Board of Heriot-Watt University as a Postgraduate Diploma in Outdoor Education. In 1995, the programme was re-validated at Postgraduate Diploma level and for the first time as Master of Science (MSc). This was an important development both nationally and internationally as it was the only programme of its type in Europe¹. During the 1997/98 session the programme was again revalidated, and significantly for this document underwent further review to 'harmonise' with the standard University of Edinburgh MSc structure in 2004/05. This allowed for the development of two new Postgraduate Certificates (Outdoor Environmental and Sustainability Education (OESE) (run for the first time in 2005-6) and Personal and Social Outdoor Education (PSOE)) both of which were based on the core of the Outdoor Education programme. One other significant element of programme regulation was that from 2006-7 students with an appropriate profile were awarded a Distinction at Postgraduate Diploma and MSc levels.

The approach taken at Moray House School of Education sees 'learning outdoors' (outdoor education) as directly related to learning indoors (in the classroom). Hence, to be most effective, the two approaches to learning must be directly linked by teachers and by outdoor education providers. However, there are particular facets of outdoor education not possible in the classroom (and of course *vice versa*). For example, direct experiences of the outdoors bring students into contact with nature, culture and heritage, have implications for health and well-being through physical activity and personal and social development, and often take place in settings where environmental and sustainability education can be offered in ways which would be impossible in a classroom. This approach to outdoor education can best be summarised in Figure 1 below.

Figure 1 – The Range and Scope of Outdoor Learning

The model demonstrates the core areas of outdoor learning and the links to a number of other educational and social benefits of formal and informal outdoor experiences. All such activities must take place within a framework of 'safe and professional practice'.

¹ This history is significant in the development of outdoor educational provision in the UK and elsewhere and has been recorded in a journal article. Crowther, N., Higgins, P., & Cheesmond, J. (2000). A history of outdoor education at Dunfermline College of Physical Education and Moray House College and Institute of Education, Edinburgh – 1970-2000. *Horizons*, 8, 18-23.



This figure has more than philosophical significance as it has, certainly since the mid-1990s provided a 'pragmatic structure' for our programmes. Hence the academic and professional elements are covered in courses that reflect each of the three circles and the central intersection of the three. Clearly any educational activity that takes place outdoors raises particular safety issues and must operate in the context of safe and professional practice and this should be seen as the framework within which the activities in the 'three-circles' take place. Consequently, the orientation of academic courses in these 'three circles' is supplemented with a free-standing practical 'Professional Development Programme'.

In common with the standard structure of postgraduate programmes in the University of Edinburgh, there are exit points at Postgraduate Certificate, Postgraduate Diploma and Masters (MSc) levels. The Certificate is primarily a theoretical introduction to the field and is ideal for part-time professionals working in outdoor education or related fields. The Diploma programme provides a full academic and practical training through taught courses (full- or part-time) and provides a conceptual and practical training for those wishing to teach and manage in the outdoor sector. The MSc requires additionally the submission of a dissertation, and is suited to those who have an academic and research interest in the field. These programmes have established professional and academic standards of national and international significance in the field. The core pathway, which has been the basis from which new programmes have been developed, is the world's longest running postgraduate programme in outdoor education.

1.2 Outdoor Education Section Philosophy

Our philosophical approach to learning in the outdoors is based on the model above which was developed in the section² and is now in widespread use throughout the world. Most graduates who work in the field do so within the substantive fields of education (e.g. school/local authority), community education, environmental education (e.g. ranger services) etc., and through providers such as non-governmental organisations, charitable trusts and private enterprises which adopt similar professional standards. As such the expectation of any academic or professional programme involving learning in the outdoors is that it will comply with the principles which underpin the main legislative instrument in the sector, the Activity Centres (Young Persons Safety Act) 1995, and meet the standards of the profession and its professional body (the Institute for Outdoor Learning). These demand both conceptual understanding and practical/professional competence in the areas delineated by the model.

Whilst practical competence and professional standards are of obvious significance to the programmes, the philosophical approach and intended learning outcomes are equally so. For example, as an experiential approach is the essence of outdoor and environmental education, shared practical experience must be drawn upon in the more academic aspects of the programme. The breadth and diversity implicit in 'learning outdoors' demands attention to matters of interdisciplinarity and holism. Both are addressed by relating theory to practice, and careful co-ordination and cross-referencing of aspects of the programmes.

As noted above, to be a critically aware professional in this field demands practical involvement and teaching competence. Consequently the programmes have both academic and practical elements. Throughout there is an emphasis on practical experience in the field. This reflects an experiential concept of outdoor learning, where there is direct contact with the outdoors in both rural and urban settings. The programmes' provide opportunities for gaining instructional training as well as skills in a range of outdoor activities and in working in a variety of residential and non-residential situations.

The focus on the environment in the current programmes acknowledges both the growing awareness of the range of global sustainable development and social justice issues we face, and the potential of outdoor educational experiences to help students to address these issues. It reflects the belief of the teaching staff that it is important to provide programme members with the opportunity to gain a broad knowledge of the environment that will enable them to use it as a resource and to develop an understanding of its dynamics, balances and fragility. It also generates debate on the questions posed by the dominant role of human beings in the environment.

1.3 National and International Context

There is a broader national and international context to the proposal. Since the early days of the first parliament, the Scottish Government has taken a strong interest in outdoor learning. Successive administrations have supported both research³ and development in the area and recently 'Learning and Teaching Scotland' has established a close relationship between outdoor education and 'Curriculum for Excellence'. Recently this has culminated in the publication of a dedicated policy document - 'Curriculum for Excellence through Outdoor Learning'⁴. This is significant as it is the first time in the UK that a specific policy document has issued detailed guidance on outdoor learning, and in the experience of the programme team is probably the most explicit national policy document in the world. Learning and Teaching Scotland has also embarked on an extensive in-service training programme, and developed an associated website which outlines the rationale for outdoor learning, curricular opportunities, detailed

² See Higgins, P. (1995). Outdoor education provision at Moray House Institute of Education. *Scottish Journal of Physical Education*, 23(3), 4-11.

³ This programme of contract research has been administered by Learning and Teaching Scotland and Scottish Natural Heritage and is probably the most extensive government sponsored programme in the field in the world. Most of the studies have been awarded to the programme team, and have been published in reviewed reports and several academic articles. See www.education.ed.ac.uk/outdoored for details, and specifically the summary report Nicol, R., Higgins, P., Ross, H. & Mannion, G. (2007). *Outdoor education in Scotland: A summary of recent research*. Perth: Scottish Natural Heritage.

⁴ Learning and Teaching Scotland, (2010). *Curriculum for excellence through outdoor learning*. Glasgow: Learning & Teaching Scotland.

exemplification, advice on planning, suitable locations, health and safety, and sources of further support and advice.

If teachers are expected to provide such outdoor learning opportunities, the implications for TEIs are clear; teachers will need to be trained to do so. 'Curriculum for Excellence through Outdoor Learning' sets out expectations for TEIs in that they should 'develop programmes and validate awards with outdoor learning as a core component'. Further, the Minister for Education asked the Advisory Group that produced the document to advise on teacher education, and in their letter they stated that outdoor learning should be included in the Standards for Teacher Registration for all teachers, and that there should be a full teaching qualification in outdoor learning (PGDE). These and other aspects of the policy document have implications for the School of Education for teacher education provision at pre-service level, but also point to considerable opportunities for CPD provision.

In many ways these developments reflect interest in outdoor learning in other parts of the UK. For example, in England there has been increasing support for education outside the classroom. Following a UK Parliamentary enquiry, the '*Learning Outside the Classroom Manifesto*⁵', drawn together with the help of practitioners in OE and the Department for Education and Skills, was launched in 2006. The purpose of this too is to stimulate and further develop outdoor learning opportunities in the formal and informal education sectors.

Internationally, similar developments have emerged (both prior and subsequent to those in the UK) in a number of countries with a tradition of outdoor education⁶. One thing that characterises these developments is a growing interest in local school-based provision, with teachers taking opportunities to use the local environment independently or with support from other providers.

Sustainability and education for sustainable development (ESD) have also been the focus of much national and international attention. In contrast to the drive for outdoor education which has come primarily from cultural traditions within certain countries, the main drivers for ESD have been international. The history of the understanding of the need for more sustainable lifestyles is linked inextricably with international conferences since the 1980s when the concept of 'sustainable development' was introduced by the International Union for the Conservation of Nature (IUCN) and its 'World Conservation Strategy' (IUCN, 1980). Subsequently education came to the fore in the 1992 UN Conference on Environment and Development (UNCED) in Rio de Janeiro, Brazil (often called the 'Earth Summit').

⁵ Department for Education and Skills. (2006). *Learning outside the classroom manifesto*. Nottingham: DfES.

⁶ See Chapter 2 in: Beames, S., Higgins, P. & Nicol, R. (2011). *Learning outside the classroom: theory and guidelines for practice*. New York: Routledge (due October 2011).

Since than sustainability and ESD have been on the agendas of many nations, and numerous initiatives have emphasised the role of education in raising awareness and stimulating individual behavioural change⁷.

We are currently beyond the mid-point of the UN Decade for Education for Sustainable Development (UNDESD) and, during this period national governments around the world have to a lesser or greater degree, made ESD a visible priority in their educational provision. In the UK the devolved administrations have all made their own provision, but all espouse commitment to this issue. Most recently in Scotland, the government has published 'Learning for Change'⁸ which outlines sets of responsibilities for all educational sectors (throughout schooling, FE and HE) to address ESD. In the context of the current validation proposal these initiatives offer both opportunities for programme development and go some way to meeting government expectations that ESD will become a greater feature of HE life.

2 PROGRAMME STRUCTURE DIVERSIFICATION

2.1 University of Edinburgh Strategic Background

The University Strategic Plan (2008-2012) refers to a target to 'increase our headcount of taught postgraduate students by 50%' by 2012, and there is also the expectation that there will be an increase the number of non-EU international students. Similarly College and School Strategic Plans (2011) spell out the need to increase PGT recruitment all of which has been taken into consideration in this document.

2.2 Outdoor Education Section Programme Team's Response to Strategic Background

In 2007 and in advance of these expectations, the programme team considered ways in which the long-standing MSc in Outdoor Education could be diversified and developed into additional pathways that would appeal to a greater range of domestic and international students. There were several reasons for this:

- There was already established demand for the PG Certificate exit points in 'Outdoor Education' and 'Outdoor Environmental and Sustainability Education' that were already validated and offered within the current programme structure;
- The growth in the scale of the outdoor education sector in the UK and overseas, and also the increasing conceptual diversity in the field meant that the time seemed right to offer more specialist programmes;
- The breadth of experience of the programme team facilitated this extended delivery.
- In the process of revising the structure of the Outdoor Education programme it became apparent that by combining and 'packaging' combinations of various courses it would be possible to offer different pathways that could be developed into marketable programmes whilst offering economies of scale to the School in terms of administration and teaching resource.

⁷ See Chapter 3 in: Beames, S., Higgins, P. & Nicol, R. (2011). *Learning outside the classroom: theory and guidelines for practice*. New York: Routledge (due October 2011).

⁸ Scottish Government (2010). *Learning for Change: Scotland's Action Plan for the Second Half of the UN Decade of Education for Sustainable Development*. Edinburgh: Scottish Government.

One of these developments relates closely to the rising global significance of environmental education and the closely linked concept of sustainability education that was noted above. These subject areas provided a new range of study opportunities and graduate employment possibilities in the UK and internationally, and in light of this and existing staff-interest and expertise, the team developed an MSc pathway in Outdoor Environmental and Sustainability Education in the 2007 revalidation.

Similarly, the established national and international interest in the use of the outdoors for personal and social development led to the validation of an MSc in this area in the same proposal in 2007.

The three programmes, all of which have exit points at PG Certificate and PG Diploma levels are as follows:

MSc in Outdoor Education

MSc in Outdoor Environmental and Sustainability Education

MSc in Personal and Social Development and Outdoor Education

The academic structure of the three outdoor education pathways as discrete programmes is as follows.

N.B. The 60 credits for the PG Certificate appear in italics.

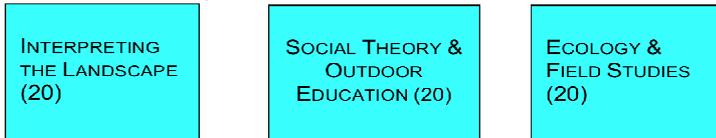
2.3 PG Certificate, PG Diploma and MSc in Outdoor Education

MSc in Outdoor Education

These four Postgraduate Certificate in OE courses:



Plus the following three courses:



Plus the Professional Development Programme:



Plus Planning Research and the Dissertation:



The award of distinction is available at all three exit points including Postgraduate Certificate, Postgraduate Diploma and Dissertation.

Academic Programme

(PTMSCOUTED1F, PTMSCOUTED1U, PTPGDOUTED1F, PTPGDOUTED2F, PTPGDOUTED1U)

Course title	Credit points
1. <i>Outdoor Environmental Education: Concept-Based Practice</i> EDUA11117	20
2. <i>Personal and Social Development and Outdoor Education</i> EDUA11116	20
3. <i>Professional Practice and Experiential Learning</i> EDUA11242	10
4. <i>The Sources of Knowledge: Understanding and Analysing Research</i> REDU11046	10

5. Community Building & the Social Context of Outdoor Education EDUA11118	20
6. Interpreting the Landscape EDUA11119	20
7. Ecology and Field Studies EDUA11120	20
8. Dissertation REDU11050 (+ Research Methods: Planning Research REDU11044)	50 (+10)

Full course descriptors for these may be found in Appendix One.

Professional Development Programme

Course title
1. Lochs and Rivers (one week)
2. Hills and Mountains (one week)
3. Steep Ground and Rock Climbing (one week)
4. Winter in the Mountains (one week)
5. First Aid (two-three days)
6. Placement (four weeks)
7. Expedition (two weeks)

Full course descriptors for these may be found in Appendix Two

2.4 Programme Philosophy

As noted above and outlined in Figure 1, Outdoor Education is a broad inter-disciplinary field with many potential directions and career opportunities in the sector. The programme aims to train graduates for a wide range of careers in the public, charitable and commercial sectors, and for formal and informal education in the UK and overseas. It is also sound research training for those wishing to extend their studies.

When the precursor to the current MSc in Outdoor Education was established in 1972 it was seen as a broad training for those wishing to enter the field, and as the only course of its type was considered a 'specialist' qualification. As such it has 'stood the test of time', and has retained its its philosophical basis. Its guiding principle is that the educational aims of outdoor education depend primarily on direct, first-hand experience, and that a range of important developmental outcomes can be achieved (see Figure 1).

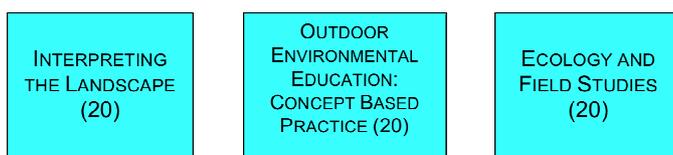
The potential of the outdoors to aid intellectual, physical, social, emotional and aesthetic development is now widely recognised as increasingly are the strong curriculum links that can be capitalised on. Whilst maximising these opportunities is a central focus of the programme, practical competence is a pre-requisite for professional practice outdoors, and without this our graduates would simply not be employable. Many of those who apply for the PG Diploma already have some experience and expertise in elements of the practical programme. Whilst exemptions from certain practical aspects due to APL are possible it is not encouraged because these elements ensure the acquisition of sound professional practice and desirable vocational standards. Staff are able to share practical experiences with students and can then aid the students in their practical and professional development. The safety and professionalism arguments behind this insistence on a practical programme for PGD members are, of course compelling. Furthermore, as an experiential approach is the essence of outdoor education, without this we would simply have no shared experience to draw upon in the more academic aspects of the programme.

2.5 PG Certificate, PG Diploma and MSc in Outdoor Environmental and Sustainability Education

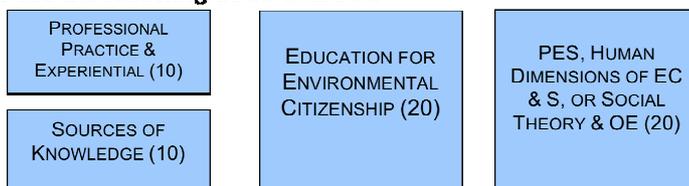
MSc in Outdoor Environmental & Sustainability Education

Progression diagram for the Postgraduate Diploma in Outdoor Environmental & Sustainability Education

These three Postgraduate Certificate in OE courses:



Plus the following three courses:



Plus the Professional Development Programme:



Plus Planning Research and the Dissertation:



The award of distinction is available at all three exit points including Postgraduate Certificate, Postgraduate Diploma and Dissertation.

Academic Programme

(PTMSCODSTE1F, PTMSCODSTE1U, PTPGDODSTE1F, PTPGDODSTE1U)

Course title	Credit points
1. <i>Outdoor Environmental Education: Concept-Based Practice</i>	20

EDUA11117	
2. <i>Interpreting the Landscape</i> EDUA11119	20
3. <i>Ecology and Field Studies</i> EDUA11120	20
4. Education for Environmental Citizenship EDUA11215	20
5. A choice from: 1. Community Building & the Social Context of Outdoor Education EDUA11118 2. Human Dimensions of Environmental Change and Sustainability (HD of EC and S) PGGE11130 3. Principles of Environmental Sustainability (PES) PGGE11060	20
6. Professional Practice and Experiential Learning EDUA11242	10
7. The Sources of Knowledge: Understanding and Analysing Research REDU11046	10
8. Dissertation REDU11051 (+ Research Methods: Planning Research REDU11044)	50 (+10)

Full course descriptors for these may be found at Appendix Three

Professional Development Programme

Course title
1. Lochs and Rivers (one week)
2. Environmental Education in Practice (one week)
3. First Aid (two-three days)
4. Placement (four weeks)

Full course descriptors for these may be found in Appendix Four

2.6 Programme Philosophy

The Outdoor Environmental and Sustainability Education programme is intended to equip students for a range of potential career opportunities in the public, charitable and commercial sectors, and for formal and informal education in the UK and overseas. It is also a sound research training for those wishing to extend their studies. As with the outdoor education programme, its guiding principle is that the educational aims of outdoor education depend primarily on direct, first-hand experience, and that a range of important developmental outcomes can be achieved (see Figure 1).

Unlike many 'sustainable development education' programmes this programme connects classroom-based study with exposure to the natural environment upon which all life depends. The meaning of sustainability is often defined as comprising social, environmental and economic aspects. Yet the simplicity of this definition belies an underlying complexity that can allow people to agree at a superficial level, yet mask the fact that at a deeper level there may be no agreement at all. Part of the reason for this is because the debate often takes place at a highly abstract level that is independent of any practical reality.

The two main implications of this are that; a), sustainability becomes something so theoretical that it remains a distant concept from peoples' every day lives; and b), theory becomes so important that the accumulation of knowledge about sustainability becomes the only educational goal.

This programme attempts to bridge this gap by drawing on theoretical knowledge that provides a background to understanding the science of sustainability. It relates science to theories of human motivation to explore ways in which 'embodied' experiences in the outdoors may act as a stimulus for pro-environmental behaviour. The programme is structured so that the academic courses introduce necessary theoretical ideas relating to education and sustainability whilst the professional development programme is designed to develop these ideas into practical educational activities. The unifying theoretical theme throughout the programme is 'concept-based practice', working with theoretical ideas both indoors but importantly in a practical outdoor setting. It is intended that students will use outdoor spaces innovatively to bridge the gap between abstract theory and the motivating potential of the outdoors. This allows students to examine both the societal and individual implications of sustainable living. The scope for outdoor work ranges on a scale from school grounds and city parks to the so-called 'iconic wilderness' (and all areas in between). Whatever the location, the outdoor environmental educator is required to safely guide learning out-of-doors.

2.7 PG Certificate, PG Diploma and MSc in Personal and Social Development and Outdoor Education

Academic Programme

PTMSCPERSF1F, PTMSCPERSF1U, PTPGDPERSF1F, PTPGDPERSF1U

This programme is currently 'fallow' and so no students are being recruited. The reasons for this together with programme opportunities are considered more fully below under Future Developments (see point 11 below).

2.8 Programmes' Summary Articulation

This table identifies which courses are core to all programmes and how the programme team have been able to identify courses already running in the School of Education and the School of Geosciences to create specialisms within each pathway.

Outdoor Education Programmes

Outdoor Education	Outdoor Environmental and Sustainability Education
<i>Outdoor Environmental Education: Concept-Based Practice (20 credits)</i>	<i>Outdoor Environmental Education: Concept-Based Practice (20 credits)</i>
<i>Professional Practice and Experiential Learning (10 credits)</i>	Professional Practice and Experiential Learning (10 credits)
[Sources of Knowledge (10 credits)]	[Sources of Knowledge (10 credits)]
Interpreting the Landscape (20 credits)	<i>Interpreting the Landscape (20 credits)</i>
Ecology and Field Studies (20 credits)	<i>Ecology and Field Studies (20 credits)</i>
<i>Personal and Social Outdoor Education (20 credits)</i>	Choose from: [1. PES (20 credits)] [2. HD of EC&S (20 credits)] 3. CB & SC of OE (20 credits)
Community Building and the Social Context Of Outdoor Education (20 credits)	Education for Environmental Citizenship (20 credits)

Notes

Italics = certificate courses in each programme

[] = 'External' courses which are not taught by the programme team and are not brought to the outdoor education exam board.

PES = Principles of Environmental Sustainability

HD of EC&S = Human Dimensions of Environmental Change and Sustainability

CB & SC of OE = Community Building and the Social Context Of Outdoor Education

The way these programmes have been developed has the following advantages:

- The MSc programmes are complementary to each other and cater for different interests amongst students;
- Despite the different orientations, there is much in the philosophy of the programmes that is common, and several of the core courses are equally appropriate across programmes. This means that there are economies of scale where students from different programmes are taught together on the same courses. This also brings opportunities for students to learn from each other and from their different but complementary backgrounds.
- These common courses facilitate programme transfers for students who start one programme but decide to pursue a different titled pathway;
- The 'external' courses are taught in the Moray House School of Education or other schools in the university anyway, and so they require no additional teaching (but some additional marking);
- The two 'external' environmental courses allow students to benefit from the considerable knowledge of sustainability in the College of Science and Engineering;
- They articulate with skills, experience and reputation of the core teaching team and their research output, successful PhD supervision, CPD and research contracts;
- The Certificate programme options are popular both as a qualification exit point and as an initial stage before deciding whether to progress to Diploma and MSc stages. (See further details on the structure and timetabling of the programmes below in 'Structure and Sequencing').

3 STAFFING

3.1 Programme Team - Academic

Dr. Simon Beames (Lecturer and Outdoor Education pathway Programme Director).

Dr. Robbie Nicol (Lecturer and Outdoor Environmental and Sustainability Education pathway Programme Director).

Professor Peter Higgins (Professor of Outdoor and Environmental Education).

Dr. Hamish Ross (Lecturer and Depute Head of Institute of Education, Teaching and Leadership).

3.2 Programme Team - Support

Mr. Peter Gwatkin, Professional Development Programme Coordinator.

Ms. Marie Hamilton, Programme Secretary, MHSE Graduate School.

3.3 Relocation

In recent School and College Strategic Plans there has been recognition that the School needed structural reorganisation. One of the core issues that these plans set out to address was how best to maximise school-wide research output whilst maintaining teaching quality. The Outdoor Education section was identified as a unit that embraced teaching, research, CPD and knowledge exchange within a 'cognate theme' and was considered a model of good practice.

The main thrust of the work of the section has never been static, and in recent years there have been important changes at national level and, as noted above, were influenced by the staff team through their advisory and research work. Perhaps the most important of these was the conceptual broadening of the scope of 'outdoor learning' (including the use of the term) and its close relationship with *Curriculum for Excellence*. These conceptual changes indicate a maturity of thinking in the historical development of the field that allows greater potential for inclusion in the school 3 to 18 curriculum.

With these developments in mind members of the staff team who were located in Physical Education, Sport and Leisure Studies (PESLS) were invited to relocate to the Department of Curriculum, Research and Development (CRD) where the Head of Department felt we would be better placed to be involved with PGDE and BEd programmes. Following extensive discussion with the HoDs of PESLS and CRD and the Head of School, the section, by mutual agreement, relocated in 2010. One staff member preferred to remain in PESLS and the Head of School agreed to this on the condition that he maintained his commitment to teaching, dissertation and programme administration. With these agreements in place the Section relocated to CRD (now, following School re-organisation, part of the Institute of Education, Teaching and Leadership). Dr Hamish Ross is also located within this Institute, teaching one course on the MSc OESE and supervising MSc dissertations in this area.

3.4 Programme Staffing

The arrangement described in 3.3 above has not been adhered to, as the staff member does not now contribute to any of his previously agreed outdoor education teaching or administration duties, and the three staff who relocated have had to absorb the work of the fourth. Necessarily this has had a significant impact on the management and delivery of the programmes. Staff have also had to use income generated through CPD contracts to fund replacement teaching costs. At the time of writing there appears to be no prospect of change in this situation.

3.5 Staffing, Teaching and Research

All current programme staff (Beames, Higgins, Nicol and Ross) were submitted to the RAE (2007) and all are to be submitted for the next REF (2014). All have been consistently nominated for Edinburgh University Students' Association (EUSA) teaching awards, and this year one member of staff (Beames) was runner-up in the 'KPMG Teaching Employable Skills Award'. Three staff (Beames, Higgins, Nicol) hold a wide range of nationally and internationally recognised outdoor teaching qualifications, and have extensive experience in practical outdoor teaching with children, youth and adults. All staff are involved in the in-service training of teachers and outdoor professionals, and give frequent keynote addresses and workshops around the world. They have made an internationally significant contribution to research and policy development in the field and published extensively through books, academic and professional journals.

The programme is supported by Peter Gwatkin who is employed (through income from PDP fees and CPD) on a sessional basis to assist with the planning and management of the Professional Development Programme. The Programme Administrator, Marie Hamilton, is employed in the Graduate School.

4. QAA ENHANCEMENT THEMES

THE Quality Assurance Agency (QAA) for Higher Education in Scotland identify enhancement themes designed to 'encourage academic and support staff and students to share current good practice and collectively generate ideas and models for innovation in learning and teaching'. <http://www.qaa.ac.uk/scotland/archive/qualityframework/enhancementthemes.asp>

The current theme *Graduates for the 21st Century: Integrating the Enhancement Themes* is of particular relevance to these programmes given the global importance of sustainability education. In the Outdoor Education pathway in general and the Outdoor Environmental and Sustainability Education pathway in particular students are provided with opportunities to consider their own contribution to thinking and acting in a century that will be dominated by environmental considerations including climate change, a changing atmosphere, reduced biodiversity and inequality in the distribution of goods and services around the world. The graduate attributes that are nurtured in these programmes are (but not restricted to):

- cognitive understanding of the science of sustainability,
- cognitive understanding of environmental philosophy,
- the practical application of sustainability education in a personal and professional context,

- understanding one's sphere of influence in initiating social change,
- readiness and suitability for employment in sustainability education.

5. SCHEDULING AND DELIVERY MODE

5.1 Structure and Sequencing

The structure and sequencing outlined below is based on the considerations that:

- Courses are based on 200 notional student effort hours and should be based at least on roughly 24 hours of contact time.
- The fact that most of the courses taught by the programme team are timetabled in one-week blocks is a major advantage for part-time students, as this allows them to remain in employment whilst following the programme. It also allows students to travel from some distance away to attend. This arrangement means that the academic courses can be articulated with the Professional Development Programme. The only major difficulty is articulation with the courses not taught by the programme team. See Section 2.6 above.
- A draft timetable for 2011-2012 is provided at Appendix Five and available electronically.

6. CURRENT STUDENT NUMBERS

Postgraduate outdoor education programmes have consistently recruited well over the past 40 years, and the career destinations of the graduates are well documented on the outdoor education website.

At the Spring Board of Examiners (2011) there were 55 active students on Programme, and these were distributed across programmes as follows:

	MSc	PG Diploma	PG Certificate
Outdoor Education	21	12	6
Outdoor Environmental and Sustainability Education	11	4	1

16 of these are full-fee paying overseas students.

7. PROGRAMME COSTING

A financial statement which reports programme income, expenditure and staffing costs has been prepared by the School of Education's finance officer and can be viewed at Appendix Six. This is the first time that the outdoor education programmes have been subject to Full Economic Costing (FEC). Before looking at the figures it is important to say something of the method. Its value is that it provides the best available information to review a programmes' financial performance and is therefore useful in terms of the overall management of programmes within the School. However it is recognised that the FEC is a 'blunt instrument' and is only therefore indicative of a programme's financial situation. Also the margin for error is not clear from this reporting method, simply because there are so many variables that are not fixed. In reviewing these figures it is also important to note that in terms of staff time a programme costing model does not account for other staff activities that are financially valuable to the School (not to mention other forms of value). Other financial income generated by the core staff team for the School and University can be viewed in point 9 below. However having outlined some of the limitations of the FEC exercise the staff team nevertheless welcome the opportunity to have the programme reviewed in this way.

The **total recurrent cost** (staffing, equipment and materials) for the previous academic year (August 2010 to July 2011) is estimated to be £127,726. The estimated **fee income** to the School (after top slicing to the University) is £119,962. This leaves a deficit of £7,764. These figures are calculated on a student Full Time Equivalent (FTE) number of 23.3 which is 2.3 more than the target set by the School (21). As will be clear from the table above, student enrolment is substantially greater than the figures used in the FEC exercise.

Assuming that the recurrent costs will be roughly the same in coming years (except for inflation there is no reason to expect any other changes to staffing and costs) then it is clear from the FEC that overseas students are the most significant financial factor in the difference between income and expenditure. This was recognised some time ago by the staff team who identified North America as an important area for increased recruitment, and we then used self-generated income to fund one staff member to conduct a promotional tour of targeted institutions.

Applications for 2011-2012 stand at 48 (as of 1/6/11). Of those, 13 have already declined. Of the 35 'live' applications 24 have applied for an MSc pathway and 11 for a Postgraduate Diploma pathway (representing a significant year-on-year growth in MSc applications relative to PGD applications). Of the 35 there are 16 full fee paying overseas students which is the highest number recorded at this stage of the year. If historical conversion rates apply we will have our greatest ever number of overseas students in 2011-2012. This would follow the trend of recent years which has been one of slow but steady growth.

8. GRADUATE EMPLOYMENT

The most recent graduates (2009-2010) are employed throughout Scotland, elsewhere in the UK and worldwide: working as educators in both the public and private sectors; as instructors in specialist outdoor education centres and as self-employed outdoor guides.

First Name	Surname	Destination
Aly	AINSWORTH	Outdoor Education Trainee, Boots 'n' Paddles, Beaulieu, Inverness
Carrie	ARMSTRONG	Field Instructor, Department of Outdoor Leadership, North Greenville University, South Carolina, USA
Paul	BATEMAN	Continuing MSc part time
Rupert Marques	CAILOIRCH	Environmental Educator, Private Boarding School, UK
Amy	CRAIGEN	Teaching Assistant, Midlothian. Going on to PGDE
Anna	DANBY	Education Officer, Our Dynamic Earth, Edinburgh
Jackie	FELBER	Assistant Ranger, Leeds City Council
Toby	FLOYER	Programme Manager, Mittagundi Outdoor Education Centre, Victoria, Australia
Emma	GONDWE	Travelling
Alun	HUGHES	Secondary School teacher
Ashley	JAMISON	Resource Education Intern, Bureau of Land Management, Oregon
Helen	KARLSSON	Outward Bound
Catriona	LAIRD	Water Wise Educator, City of Calgary
Marta Lisbet	LOMAN	Environmental Education Resource teacher, Rice Creek Watershed, Minnesota
Jessamy	MARSDEN	Garden Centre
Christy	McGILLIVRAY	PhD Student, Deakin University, Melbourne, Australia
Angela	McGUCKIN	Senior Instructor, Outward Bound Trust
Andy	McNAMARA	Self Employed, Otter's Tail Adventures, Scotland
Keith	McNICOL	Workshop Technician, Beeslack Community High

		School, Midlothian
Flora	McPHAIL	Ardroy Outdoor Centre
Lucy	NORMAN	MSc p/t and locum physiotherapist
Christina	NTAGKA	
Ruth	PRINCE	Water of Leith Environmental Education Officer, Edinburgh
Colin	PRITCHARD	Senior Research Fellow
Cara	ROBERTS	Teacher
Fran	SANDERS	Therapeutic Outdoor Educator, Evolve, Melbourne, Australia
Andrew	SCHERCK	Manager, Vancouver Island Mountain Sport Centre, Canada
Stephanie	SCHNEIDER	
Anna	SHERRARD	
Tom	THATCHER	Village Camps International School
Liz	WOODS	Secondary Science Teacher, Yukon, Canada

Staff have also sought to retain students by bridging PGT and PGR. So far six students have continued to doctoral studies. Three have been in receipt of ESRC grants and one had a School of Education scholarship.

9. RESEARCH, CPD AND KNOWLEDGE TRANSFER

As noted above all staff continue to be research-active. All staff have also been consistently active in various research contracts (in some cases with other School and University staff). In the period since the previous programme review (2007) this amounts to around £92K on outdoor learning related projects. These contracts are from a wide range of sources – LTS, SNH, charitable trusts, Local Authorities and overseas agencies. In addition to this we have just begun work on a 2-year (£47K) research project exploring the potential of developments in outdoor learning in meeting the expectations of 'Curriculum for Excellence' in upper-primary and lower-secondary schools.

All staff continue to deliver CPD (some funded and some unfunded), within the UK (for UK and visiting European groups) and overseas (e.g. Singapore, Sweden) and since the previous review this has amounted to over £16K of direct income.

We currently have a total of 10 full- and part-time PhD students working on aspects of outdoor education (all students are supervised by Higgins, Nicol, Beames and Ross (in some cases jointly with other staff in the School)). As far as the programme team is aware this is more in the field than in any other department in the world. In the period since the 2007 revalidation three of our PhD students have graduated.

All of these PhD students (two overseas) are externally funded (two by ESRC, one by the Scottish Alliance for Geoscience, Environment and Society, and a fourth by a charitable trust – total income from these sources is £288K). There are currently four active applications for a September 2011 start.

As expected research and CPD effort noted above is employed to considerable effect in the teaching of our courses. However the relationship between research and teaching is significant in other ways. The first is that graduates from our taught programmes return to us for their PhD studies (bringing their own funds). Second, our current research students and new applicants report that they have been attracted to study here because of the reputation of the outdoor education section's taught programmes as well as its research reputation.

10. PROPOSAL FOR CHANGES TO EXISTING PROGRAMMES

Proposal: To change the names of two of the seven core courses in the Outdoor Education PG Diploma/MSc

General rationale: To more accurately reflect the course content than the current names

Current course name	Personal and Social Development and Outdoor Education	Community Building and the Social Context of Outdoor Education
Proposed name	Personal and Social Development in Outdoor Education: Critical Perspectives	Social Theory and Outdoor Education
Specific rationale	<ul style="list-style-type: none"> • The current PSOE title demands another word: Personal and Social 'what'? • The course content is highly contentious. Although the course currently examines critical perspectives, this needs to be reflected in the title. 	<ul style="list-style-type: none"> • The current title suggests that the focus is primarily on community building (and almost suggests that this can be done). • The course content looks at an array of social theories that can be used to interpret the social context of outdoor education and this needs to be reflected in the title.

The request only for the names of these courses to be changed; no substantive changes are required for the course rationale, indicative content, learning outcomes, methods of delivery, reading lists, and assessment. At the time of writing (1/6/11) these requests have been approved by the School's Postgraduate Studies Committee and are now with the School's Board of Studies.

11. POSSIBLE FUTURE DEVELOPMENTS

11.1 Rationale for Future Developments

It is clear the way that the OESE programme has articulated with the OE programme and increased student recruitment that this flexible structure provides opportunities for creating new pathways with limited resource implications and economies of scale to the School. What follows are some suggestions of how these developments might proceed assuming that appropriate levels of support are provided.

11.2 Singapore

The staff team responded to an invitation from the Head of School to offer the Outdoor Education and Outdoor Environmental and Sustainability Education programmes to the Academy of Principals in Singapore. The proposal has been agreed and the School is now able to offer existing PGT provision to a new market. Additionally a range of CPD, research and knowledge exchange opportunities are also offered which would add to our existing contribution. As the proposal is due to roll out in 2012 it is therefore deemed 'closed' business. Staff will be available to provide any update and answer questions when the validation panel convenes on 15 June 2011.

11.3 General Teaching Council Registration and CPD

In recent years outdoor education staff have been in consultation with the GTC to explore ways in which outdoor education could achieve curricular recognition. Currently the GTC is re-evaluating the criteria for registration which opens up the possibility of our existing graduates to be eligible to apply. At the most recent meeting (April 2011) GTC staff indicated that they would consider proposals from the School of Education to provide CPD opportunities in outdoor education for existing teachers. There were also clear indications that providing outdoor opportunities within existing ITE programmes would be very welcome and positively encouraged within the curricular framework of Curriculum for Excellence.

11.4 PG Certificate, PG Diploma and MSc Adventure Education

Originally entitled Personal and Social Outdoor Education (PSOE), this programme pathway was validated at the same time as the OESE pathway. Despite the concerns of the staff team about the viability of the programme, a management decision was made that both the OESE and PSOE programmes would be rolled out together. The PSOE programme provided insurmountable timetabling issues and did not articulate well with the introduction in 2010 of the school-wide research methods courses. These issues meant that the programme did not have a graduating curriculum. As the staff team predicted, this programme did not recruit because it took little account of intended markets and the original title was not universally understood by global markets (e.g. in North America, where PSD is not a common term). Consequently the programme has remained fallow and not recruited since 2009-2010.

The table below shows what a revised Outdoor Adventure Education programme could look including the school-wide research courses and by adding one new course that would need to be validated.

MSc in Outdoor Adventure Education

PTMSCPERSF1F, PTMSCPERSF1U (programme codes previously assigned)

Course title	Credit points
1. Personal and Social Outdoor Education EDUA11116	20
2. Professional Practice and Experiential Learning EDUA11242	10
3. Community Building & the Social Context of Outdoor Education EDUA11118	20
4. Adventure Therapy*	20
5. Youthwork** EDUA10122	20
6. Sources of Knowledge REDU11046	10
7. Planning Research REDU11044	+10
8. Dissertation	+50

*Course to be developed

**Level 10 course from BA/MSc Community Education

There is a rationale for developing this programme. In recent years, an increasing focus in the UK on youth work, youth development and personal and social education (particularly in relation to disaffected and 'at-risk' young people) has resulted in many agencies using outdoor adventure as vehicle for personal and social development. This has occurred in both the formal and non-formal education sectors.

Youth development agencies using the outdoors are in abundance in the UK and overseas. In the UK, organisations such as the Prince's Trust, Fairbridge (now merged with the Prince's Trust), Ocean Youth Trust, and Venture Trust have incorporated outdoor adventure into their programmes. The overlapping North American sectors of adventure education / adventure leadership / adventure therapy are highly developed in the field and in academia, in relation to those of the UK. Indeed, the notions of intra- and inter-personal growth through challenging outdoor adventure are dominant in the wider field of outdoor education.

Despite the widespread presence of outdoor adventure education programmes in the UK and abroad, there is no UK-based PG Diploma/MSc programme that adequately caters to the educators working in this sector. Hence, we propose re-launching the PSOE pathway as Outdoor Adventure Education as a means of addressing a gap in the market. This is

reasonably straight-forward as we can use the existing structure and programme code as for PSOE. In terms of programme development all that is needed is the writing of one course in Adventure Therapy. However given the reduction in staffing outlined in 3.3 and 3.4 this development cannot proceed without some form of support from School management.

11.5 Other Programme Pathway Possibilities

Given the success of the OESE programme in increasing recruitment together with the possibility of an MSc in Outdoor Adventure Education as outlined in 11.4 above it is clear that a system is in place for further developments. With suitable strategic guidance and support programmes could be developed over time by validating:

- a 20 credit course on Ecotourism adding a new course and forming the title of a new programme pathway
- a 20 credit course on Outdoor Activities adding a new course and forming the title of a new programme pathway
- a 20 credit course on Tourism and Recreation adding a new course and forming the title of a new programme pathway
- a programme in Education and Sustainability that would be formed in partnership with staff in other schools, using mainly existing level 9/10 courses.

The staff team believe that all the above developments are viable and would be successful, however all require some additional staffing to implement.

12. QUALITY ASSURANCE AND MONITORING ARRANGEMENTS

The programmes are reviewed annually through:

1. External Examiner's reports
2. Standard course review forms completed by the students
3. Semester reviews. These are not required by the School but are conducted by the staff team, minuted, and are designed to move beyond course level evaluation and take a programme overview.
4. A bi-annual Programme Committee (not required by the School) made up of the staff team, student representatives, external examiner and field professionals
5. The material from these is summarised in School Annual QAE Course and Programme Reports.

12.1. External Examiner's Reports

The reports of the last two years prior to this validation can be found at Appendix Seven (2009-10) and Appendix Eight (2008-09). Further reports are available on request. The staff team would like to draw attention to some of the many and consistently positive comments made in these. In the 2008-09 report Professor David Hopkins stated "I would encourage the University to continue to nurture the programme, as it is one of Edinburgh's 'jewels in the crown'". In the 2009-10 report Dr Heather Prince stated "The PGD/MSc programmes in Outdoor Education and Outdoor Environmental and Sustainability Education have high standing in the U.K. and internationally. Students use the published work and research of members of staff well in their assignments and benefit from dedicated tutors who have student experience at the forefront of their programmes".

12.2 Semester Reviews

As mentioned above, student feedback at School level is sourced at course level. It has been standard practice year-on-year for these programmes where student feedback is sourced at programme level. This allows a greater overview of how students experience the different elements of the programme such as, how courses articulate with each other, the workload weighting between courses, pastoral issues, graduate employment opportunities and so on. It also allows feedback from previous cohorts to be used to instigate changes for next year's programme. The staff also use the Semester reviews as a formative learning opportunity

where students are encouraged to consider carefully (and experientially) cycles of reflection and action for their own personal ambitions and professional lives.

12.3 Programme Committee

In addition to Semester reviews the staff team convene a Programme Committee. This is similar to a SSLC (Staff Student Liaison Committee) but also includes field professionals. The presence of field professionals is important as they link the professional world with the academic programme and form an important bridge in preparing students for work. The committee meets with an agreed agenda and the proceedings are minuted. The minutes are available on request

13. PROGRAMME REVALIDATION SUMMARY

Other than the name changes to two existing courses outlined in 10 above no further changes are being proposed for this revalidation. The staff team invite the assessors to consider the long-standing nature of the programme, staff continuity, demonstrable flexibility in accommodating changing institutional priorities, robust internal review procedures and consistently positive external examiners' reports as signs that the programmes are in 'good health'.

APPENDICES

APPENDIX ONE

Detailed Course Descriptors for Outdoor Education Pathway (Academic)

**1. Course Title: Professional Practice and Experiential Learning
EDUA 11242 10 SM (Scottish Masters) Level Credits**

2. Rationale

The notion of students being responsible for their own learning has real significance in outdoor and experiential learning, and offers considerable potential to contextualise knowledge from other disciplines. Experience-based methods of learning require teachers and leaders to apply appropriate strategies to facilitate learning. Implicit is the acceptance that the 'teacher/facilitator' understands the characteristics of learners and the implications for learning and teaching, and also acknowledges that what is taught is not necessarily what is learned. Understanding a range of educational theory will allow 'teachers/facilitators' to both understand the educational philosophy most commonly applied to their work and also to critique it in relation to other approaches. Such an approach is in accord with the development of outdoor and experiential learning, in both of which there is a growing philosophical foundation. Consequently this course will provide those working within this changing professional context with an overview of relevant aims, philosophies and practice. A broad perspective will allow consideration of the wide range of approaches to outdoor and experiential learning. Throughout there will be a focus on the importance of reflection on the issues arising from the course.

4. Learning Outcomes

On completion of the course students will:

1. understand aspects of the development of the field and some of the educational and philosophical ideas which have shaped its progress;
2. be aware of ontological and epistemological assumptions underlying practice in the field and in particular of experiential learning;
3. understand the processes involved in designing, implementing and evaluating appropriate, productive outdoor sessions with due regard to the prevailing conditions and target group, and in particular the factors that affect learning, the significance of individual differences between learners and the impact on their learning;
4. understand the implications of these assumptions so that the student can offer an analytical but formative view on the theory, practice and research in the field;
5. understand aspects of the legal rights and responsibilities of outdoor and experiential educators (Health and Safety legislation, access to land and water etc);
6. be able to use evaluation strategies and techniques available with particular reference to outdoor risk management (safety auditing);
7. be aware of the wide range of providers (curricular, charitable, commercial) their particular characteristics, and of recent curricular and non-curricular developments in provision;
8. be able to analyse research materials (publications, case studies, etc) which investigate the impact of experiential learning processes on physical, emotional, aesthetic and personal and social development.

5. Teaching, Learning & Assessment Strategies

A variety of teaching approaches are used. Lectures introduce the main topics which are expanded upon in structured discussions and practical activities (at suitable indoor and outdoor locations), some of which will be in small groups and student led. Students will be expected to complete background reading and independent study in

order to meet the level required to complete the course successfully. Specialist speakers will provide additional input.

6. Indicative Content

- Objectives of experiential learning approaches
- Developing 'awareness' of the needs of learners and their learning styles
- Some recent trends and issues in the fields of experiential learning
- Morality, ethics and dilemmas, philosophies and values
- Working with disadvantaged young people
- Current research in outdoor and experiential education
- Concepts of Profession and Professionalism for outdoor education and experiential learning
- Outdoor risk management (safety auditing)
- Outdoor education and experiential learning in the curriculum
- The role of Health and Safety Executive, other regulatory bodies, the National Governing Bodies, National Associations etc
- Design, practice and evaluation of selected outdoor sessions

7. Assessment

Assessment will be in the form of a written assignment of 2000 words. Please refer to a separate Assignment Instructions document.

As an outdoor educator you are expected to be competent to teach in all three domains, moving between these according to the 'needs' of your students (curricular, personal, social etc) and the opportunities provided by the environment you work in and the activities you choose. However, for the purpose of this assignment, choose one of these domains (i.e. either outdoor activities, environmental education or personal and social development) that appeals to you personally. This will provide you with a focus with which to consider how your chosen domain is affected by one theme from the taught components (e.g. experiential learning, skill acquisition, health and safety, teaching and learning, professional practice etc). You may wish to refer to your 'Learning Log' to illustrate your assignment with personal experiences from the programme. Your work should draw on the theories introduced on the taught component and most importantly should be critically reflective.

8. Assessment Performance Criteria

Course members will comply with the generic Masters criteria and in addition through discussion and assignment:

- LO1 show understanding of the origins, development and process of experiential learning and its application to the field;
- LO2/3 adopt and maintain an informed stance on the assumptions made in the practice of experiential learning, and apply this to analysis of their academic and professional context;
- LO3/4 demonstrate awareness of curricular potential of and the wide range of developments in outdoor and experiential learning, and thoroughly analyse their likely impact;
- LO5/6 demonstrate practical knowledge of individual and institutional legal rights and responsibilities in respect of Health and Safety legislation, recreational access to land and water etc in academic and outdoor settings;
- LO6 show ability to conduct a straightforward 'safety audit' on a range of outdoor activity sessions;
- LO7 show awareness of outdoor providers, their client groups, the range of activities undertaken and the learning outcomes;
- LO8 evaluate appropriate research materials and appropriately analyse claims made and evidence presented for the impact of outdoor and experiential learning.

9. Indicative Reading

Barton, B. (2007). *Safety, risk, and adventure in outdoor activities*. London: Sage.

Beames, S., Atencio, M. & Ross, H. (2009). Taking excellence outdoors. *Scottish Educational Review*, 41(2) 32-45.

Bloom, B.S. (Ed.) (1956). *Taxonomy of educational objectives: Book 1 cognitive domain*. London: Longman.

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Cross, N. & Lyle, J. (Eds.) (2000). *The coaching process*. Oxford: Butterworth Heineman. (See Chapter 6 by Malcolm Fairweather)

Dewey, J. (1938). *Experience and education*. New York: Macmillan.

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences* (2nd ed). London: Fontana.

Goleman, D. (2004). *Emotional intelligence and working with emotional intelligence (omnibus)*. London: Bloomsbury.

Health & Safety Executive. (n.d.). *Five steps to risk assessment*. Retrieved from <http://www.hse.gov.uk/pubns/indg163.pdf>

Higgins, P. (2009). Into the big wide world: Sustainable experiential education for the 21st century. *Journal of Experiential Education*, 32(1), 44-60.

Higgins, P. & Nicol, R. (2008). Outdoor education. In T. Bryce and W. Humes (Eds.), *Scottish education: Beyond devolution* (3rd ed, pp. 540-545). Edinburgh: Edinburgh University Press.

Honey, P. & Mumford, A. (1992). *Manual of learning styles*. Maidenhead: Honey.

Knapp, C. & Smith, T. (Eds.) (2011). *A sourcebook for experiential education: Key thinkers and their contributions*. New York: Routledge.

Kolb, D. (1984) *Experiential learning: Experience as the source of learning and development*. New Jersey: Prentice Hill.

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- Rubens, D. (1999). Effort or performance? Keys to motivated learners in the outdoors. *Horizons*, 4, 26-28.
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- Wilson, K. (Ed.). (1978). *The games climbers play*. London: Diadem.
- Woollven, R., Allison, P., Higgins, P. (2007) *Perception and reception: The introduction of licensing of adventure activities in Great Britain*. *Journal of Experiential Education*, 30(1), 1-20.
- Wulf, G. (2007). *Attention and motor learning*. Champaign, IL: Human Kinetics.
- Wurdinger, S. (1997). *Philosophical issues in adventure education*. Dubuque, IA: Kendall Hunt.

Main journals:

Journal of Adventure Education and Outdoor Learning
 Journal of Experiential Education
 New Zealand Journal of Outdoor Education
 Australian Journal of Outdoor Education
 Scottish Educational Review

10. Course Co-ordinator: TBC

1. Course Title: Personal and Social Development in Outdoor Education EDUA11116 20 SM (Scottish Masters) Level Credits

2. Rationale

The purpose of this course is to provide outdoor educators with a sound understanding of the nature of personal and social development (PSD). Accordingly, the course will explore a variety of perspectives towards PSD related to outdoor education.

The earlier parts of the course will concentrate on students' own experiences of personal and social development. Furthermore, a broad perspective exploring values and morality and ethical considerations of intentionally educating in this contentious area will follow before narrowing to examine practices and current claims in this area. Thus, the course will illuminate aspects of various providers' practice (functional and dysfunctional groups) and recent research findings.

Moreover, the course will examine the role of the educator with specific focus on facilitating supportive constructive learning environments and interpersonal skills. Students will have an opportunity to work with others to integrate their understanding at a theoretical level to an applied context.

3. Prior Requirements/Place in sequence of study

No prior requirements. Semester 1.

4. Learning Outcomes

On completion of the course students will:

1. have examined their previous experiences in light of their own personal and social development. Furthermore, they will gain experiences during the course relating to their personal and social development;
2. identify the historical influences that have shaped and developed the field of PSD;
3. analyse critically the theoretical principles, processes, claims and conditions underpinning PSD through the use of the outdoors;
4. be able to analyse the appropriateness of case studies from their own or presented material in terms of their suitability for the development of personal and social skills;
5. understand a range of theories relating to personal and social development and relate them to experiential approaches;
6. gain experience and understanding of the practices, purposes and assumptions regarding reviewing;
7. have developed their interpersonal skills appropriate to working within an outdoor education context;
8. contextualise their knowledge and understanding by identifying appropriate teaching strategies to maximise personal and social development using experiential techniques.

5. Teaching, Learning & Assessment Strategies

A variety of teaching approaches are used. Experiences will be used to build and develop understanding of group processes and community building in an inductive approach to learning. Lectures will be used to introduce the main theoretical constructs, which are further developed through discussion, small group work and independent study. Students will be expected to complete background reading and independent study in order to meet the level required to complete the course successfully. Specialist speakers will provide additional input.

6. Indicative Content

- Personal values and narrative understanding
- Theories and practices relating to values education and moral development
- Emotional, psychological and spiritual components of learning using experiential techniques
- Why reviewing?
- Approaches to learning for a variety of participant groups
- The role of the facilitator in personal and social development
- Current theories and recent national developments in personal and social development

7. Assessment

Assessment will be in the form of a written assignment of 4000 words. Consider one kind of PSD programme (indoors or out) in which you have taken part as a participant or staff member. Describe the assumptions made by those in charge (e.g. the organisation/programme designers/instructors) and critique them using relevant literature. Summarise your main points and indicate implications for practice and for further research.

8. Assessment Performance Criteria

Programme members will comply with the Postgraduate Common Marking Scheme and, in addition, through discussion and assignment:

- LO1 evaluate their own outdoor education experiences and skills in relation to personal and social development.
- LO2 analyse case studies in relation to theories of personal and social development.
- LO3 be able to identify social influences on the development of values and morals and approaches to facilitation of such development.
- LO4 understand the practices, purposes and assumptions regarding reviewing in outdoor education contexts.
- LO5 critically analyse experiential teaching strategies in relation to theoretical principles, processes and conditions underpinning inter- and intra- personal skill development.

9. Indicative Reading

Allison, P. & Von Wald, K. (2010). Choices, values, and untidy processes: Personal, social, and health education on educational expeditions. In S. Beames (Ed.), *Understanding educational expeditions* (pp. 55-65). Rotterdam: Sense.

Ashworth, A. (2010). Water and Wilderness Journeys. Change facilitated by an ever-changing environment – The use of Wilderness Journeys to Effect Change in Young people at the margins of our society. In P. Becker, J. Schirp & C. Weber (Eds.), *Water – Space for Experiences /Youth and Outdoor Education in Europe* (pp. 85-101). Marburg, Germany: BSJ.

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- Haydon, G. (2001) *The Importance of PSHE: A philosophical and policy perspective on Personal, Social and Health Education*. London: Philosophy of Education Society of Great Britain.
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- Loynes, C. (2007). Social reform, militarism and other historical influences on the practice of Outdoor Education in youth work. In Becker, P.Braun, K.H. and Schirp, J. *Erlebnisse und die Pädagogik. Abenteuer*. (Download pdf at <http://www.thresholdconsulting.co.uk/articlesPDF/reform.pdf>)
- Priest, S. & Gass, S. (1999). Six generations of facilitation skills. In J. Miles & Priest, S. (Eds), *Adventure Programming* (pp. 215-218). State College, PA: Venture.
- Ringer, M. (1999). Two vital aspects in the facilitation of groups: Connections and containment. *Australian Journal of Outdoor Education*, 4(1),1-7.
- Simpson, S., Miller, D. & Bocher, B. (2006). *The processing pinnacle: An educator's guide to better processing*. Oklahoma City, OK: Wood 'N' Barnes.
- Stonehouse, P., Allison, P. & Carr, D. (2009). Aristotle, Plato, and Socrates: Ancient Greek perspectives on experiential learning. In T. Smith & C. Knapp (Eds.) *Beyond Dewey and Hahn: Standing on the shoulders of influential experiential educators* (pp. 29-41). Boulder, Colorado: WI: Raccoon Institute Publications.
- Westphal, R. (2010) Water and character – Reflections of an “outgrown” Practitioner in P. Becker, J. Schirp & C. Weber (Eds.), *Water – Space for Experiences /Youth and Outdoor Education in Europe* (pp. 103-122). Marburg, Germany: BSJ.

Main journals:

- Journal of Adventure Education and Outdoor Learning
- Journal of Experiential Education
- Australian Journal of Outdoor Education
- New Zealand Journal of Outdoor Education
- Other journals relevant to the topic of study

10. Course Co-ordinator: TBC

1. Course Title: Community Building and the Social Context of Outdoor Education EDUA11118 20 SM (Scottish Masters) Level Credits

2. Rationale

Much attention has been paid to the composition, development, and functioning of groups in outdoor settings, and many now use the outdoors for this purpose. This course concentrates on group and community building within the context of outdoor education. Group processes are explored as a launching point for examining community building and the claims surrounding these practices. The wider social contexts of outdoor education groups and communities are explored with regard to (a) the way social trends influence them, and (b) their potential contribution to understanding principles of equity, equality, and need. Consideration is also given to the potential contribution of outdoor education to supporting and building local communities.

3. Prior Requirements/Place in sequence of study

No prior requirements. Semester 1.

4. Learning Outcomes

On completion of the course students will:

1. be able to interpret their experiences in relation to theories of group process and community building;
2. critically examine claims of community building in outdoor education contexts;
3. understand the relationships between community development theories and outdoor education;
4. be able to articulate current social trends and their influences on the groups they may work with;
5. understand principles of equity, equality and need in educational contexts;
6. critically examine leadership roles in relation to community building;
7. understand the implications and normative nature of intentionally highlighting principles, values and moral issues with the groups they may work with.

5. Teaching, Learning & Assessment Strategies

A variety of teaching approaches are used. Experiences will be used to build and develop understanding of group processes and community building in an inductive approach to learning. Lectures will be used to introduce the main theoretical constructs, which are further developed through small group work and independent study. Students will be expected to complete background reading and independent study in order to meet the level required to complete the course successfully. Specialist speakers may provide additional input.

6. Indicative Content

- Exploring personal experiences of group and community
- Group dynamics in outdoor education contexts
- Community building theories and case studies
- Theories and approaches for community building
- Understanding diversity in outdoor education communities
- Principles and practice for equity, equality, and need in outdoor education
- The contribution of outdoor education to local communities
- Social trends and implications for community building practice in outdoor education
- Educational and moral considerations for community building in outdoor education

7. Assessment

Assessment will be by a written assignment of 4000 words.

This assignment is an informal case study based on an outdoor education programme that you have recently experienced as a staff member or participant. You will critically examine this experience in relation to one theme or theoretical framework presented during the course. You are advised to discuss your assignment content with the course tutor long before submission. The aim of this paper is for you to develop your awareness and understanding of the processes and issues related to the notion of building community in an outdoor education context.

8. Assessment Performance Criteria

Programme members will comply with the Postgraduate Common Marking Scheme. Written assignments should address the following assessment criteria, which are based on the seven Learning Outcomes:

- ⇒ LO1/6/7 critically reflect on your own role(s) in relation to group development and community building in the context of the outdoor education programme.
- ⇒ LO2/3/6 demonstrate an understanding of the relationship between community building and outdoor education objectives.
- ⇒ LO1/3/5 evaluate an outdoor education programme in relation to group development theory and social justice principles.
- ⇒ LO2/4/7 critically analyse outdoor education claims and discourses about community building in relation to broader social trends.

9. Indicative Reading

Beames, S., & Atencio, M. (2008). Building social capital through outdoor education. *Journal of Adventure Education & Outdoor Learning*, 8(2), 99-112.

Beames, S., & Pike, E. (2008). Goffman goes rock climbing: Using creative fiction to explore the presentation of self in outdoor education. *Australian Journal of Outdoor Education*, 12(2), 3-11.

Bourdieu, P. (1989). Social space and symbolic power. *Sociological Theory*, 7(1), 14-25.

Butin, D.W. (2010). *Service-learning in theory and practice: The future of community engagement in higher education*. New York: Palgrave Macmillan.

Cohen, A. (2004). *The symbolic construction of community*. London: Routledge.

Crow, G., & Allan, G. (1994). *Community life: An introduction to local social relations*. London: Harvester Wheatsheaf.

Goffman, E. (1959). *The presentation of self in everyday life*. New York: Anchor Books. INTRODUCTION & CHAPTER 1

Goffman, E. (1961). *Asylums: Essays on the social situation of mental patients and other inmates*. London: Penguin.

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Humberstone, B., Amesberger, G., Becker, P., Bowles, S., Higgins, P., & Keus, B. (1998). Culture, diversity, national communities and outdoor adventure education. In P. Higgins & B. Humberstone (Eds.), *Celebrating diversity: Learning by sharing differences in outdoor education. Proceedings of the third European congress for outdoor education* (pp. 6-8). Buckinghamshire: European Institute for Outdoor Adventure Education.

- Ife, J. (2010). *Human rights from below: Achieving rights through community development*. Cambridge: Cambridge University Press. EXCERPT IN PACKAGE & CHAPTER 2
- Loynes, C. (2004). Wild and precious life. *Living lightly on the earth*, 29, Autumn, 14-16.
- Maeda, K. (2005). Community-based outdoor education using a local approach to conservation. *Australian Journal of Outdoor Education*, 9(1), 40-47.
- McKenzie, M., & Blenkinsop, S. (2006). An ethic of care and education practice. *Journal of Adventure Education & Outdoor Learning*, 6(2), 91-106.
- McCulloch, K. (2007). Living at sea: Learning from communal life aboard sail training vessels. *Ethnography and Education*, 2(3), 289-303.
- Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. New York: Teachers College Press.
INTRODUCTION & CHAPTER 1
- Putnam, R. (2000). *Bowling alone: The collapse and revival of American community*. London: Simon & Schuster. CHAPTER 1
- Tonnies, F. (2001). *Communities and civil society* (M. Hollis, Trans.). Cambridge: Cambridge University Press. (Book One – “The argument”)
- Werner, C.M., Voce, R., Openshaw, K. & Simons, M. (2002). Designing service-learning to empower students and community: Jackson Elementary builds a nature study center. *Journal of Social Issues*, 58, 557-579.

Main journals:

- Journal of Adventure Education and Outdoor Learning
- Journal of Community Development
- Journal of Experiential Education
- Australian Journal of Outdoor Education
- Other journals relevant to the topic of study

- 10. Course Co-ordinator**
Dr Simon Beames

**1. Course Title: Interpreting the Landscape
EDUA11119 20 SM (Scottish Masters) Level Credits**

2. Rationale

Landscape is the medium, the subject and the backdrop for the outdoor teacher and an understanding of its origins, its fragility and its beauty would seem to need no justification. The formative influences, geological, geomorphological, biological, human (historical and contemporary), will be considered chronologically. In historical times the changes that have occurred in landscape character, in land ownership and in the growing demands for public use and environmental protection have been determined, shaped and constrained by local, national and international legislation. These issues will be given specific attention in relation to their influence on the landscape of the present day.

The structure of the landscape and its development and the way in which the relationship between the public and the countryside is affected by legislation will be considered as both technical issues and also for their educational potential. Whilst the landscape of the UK will necessarily offer the main teaching examples the landscapes of other countries will be included where appropriate. Throughout there will be focus on generic processes, both physical and educational.

3. Prior Requirements/Place in sequence of study

No prior requirements.

4. Learning Outcomes

On completion of the course students will:

1. show understanding of the processes by which the three main rock types (volcanic, metamorphic and sedimentary) have arisen, and understand the chronology of the geological record;
2. demonstrate awareness of the formative events that have shaped the landscape; the recent 'ice age'; fluvio-glacial forces;
3. be aware of the late-glacial and post-glacial events which have given rise to the present flora and fauna of Britain, and the processes that relate to other countries;
4. show understanding of how, from Neolithic times to present, human land-use activities have influenced the landscape;
5. be aware of the losses of natural habitats and their conversion to semi-natural and man-made ones;
6. be able to take a critically reflective position on both contemporary land-use and the way it has changed over time, including the influence of human perceptions and preferences;
7. be familiar with concepts of landscape quality and be able to analyse critically and make informed judgements on the efficacy of activities which will shape future landscapes;
8. know the legal and *de facto* situation with regard to access to the countryside in the UK and be familiar with the approach taken in a range of other countries;
9. have experienced and be familiar with a wide range of approaches to learning and teaching in this subject area.

5. Teaching, Learning & Assessment Strategies

A variety of teaching approaches are used. Lectures introduce the main topics which are expanded upon in structured discussions. Practical teaching sessions also involve demonstration of educational approaches including model making, dramatic representation etc. Students are also expected to present certain materials and arguments to the class in teaching exercises. Other practical sessions include participation in environmental exercises tailored to the content of the course and exercised on aesthetic aspects of landscape. There will also be a one-day field trip to the Berwickshire coast. These are followed by a number of demonstration and student-led practical exercises. Students will be expected to complete background reading and independent study, and to adopt a critically reflective position when doing so. Specialist speakers will provide additional input.

6. Indicative Content

- Petrology and stratigraphy and their relationship to landform; geological maps and their interpretation; the fossil record
- Physical forces that have shaped the landscape during the Quaternary; climatic change and migrations of flora and fauna
- The development of landscapes dominated by agricultural activity; the growth of towns and industrialisation; the remaining natural and semi-natural habitats and their structure
- Influence of European legislation on the landscape
- The legal and *de facto* situation with regard to access to the countryside in the UK and other countries - for educational and recreational purposes
- Historical records of man in the landscape
- The use of global information systems as sources of information in landscape evaluation and for meteorological data
- The establishment and functions of statutory and voluntary public bodies
- Protection of land by national and international statute
- Concepts of landscape quality, the influence of arts and literature, expectations of interest groups, social attitudes and legislation, creativity and landscape
- Design, practice and evaluation of selected outdoor sessions

7. Assessment

Assessment will be in the form of a written assignment of 4000-5000 words. This may form part of a combined assignment with other courses as validated.

8. Assessment Performance Criteria

Programme members will comply with the Postgraduate Common Marking Scheme and in addition through discussion and assignment:

- LO1 demonstrate knowledge of basic petrology and stratigraphy relevant to interpreting the landscape;
- LO2 apply knowledge of glacial history to interpret its physical impact on the landscape
- LO3 be able to relate late-glacial and post-glacial events to the process of post-glacial vegetation colonisation;
- LO4 understand the significance of human impact on the physical and biological landscape and the main technological developments which have accelerated this process;
- LO5/6 be able to 'interpret' a range modern day landscapes and show competence in explaining their formation, the variety of concurrent their present day 'uses' and their significance to user groups;
- LO6/7 be able to analyse the potential effects on landscape of both small scale (local) and large-scale human influences, and understand the responsibilities of and relationships between various statutory and voluntary bodies with an interest in the countryside;
- LO8 critically examine the laws and individual and institutional rights relating to land ownership and access to land and water in the UK (and other countries), showing familiarity with the issues associated with access to the countryside for educational and recreational purposes, including appropriate issues of conflict between user groups and the historical precedents and current legal situation;
- LO9 critically evaluate relevant information sources, teaching materials and teaching strategies appropriate to 'interpreting the landscape'.

9. Indicative Reading

- Atherden, M. (1992). *Upland Britain - a natural history*. Manchester UP.
- Baird, W. (1991). *The scenery of Scotland, the structure beneath*. Edinburgh: National Museum of Scotland.
- Cramb, A. (1998). *Fragile land: Scotland's environment*. Edinburgh: Polygon, 237pp.
- Darling, F. & Morton Boyd, F. (1964). *Highlands and Islands*. Collins New Naturalist Series.
- Dawson, A. (2010). *So foul and fair a day: a history of scotland's weather and climate*. London: Berlinn.
- Dawkins, R. (2009). *The greatest show on Earth: the evidence for evolution*. London: Bantam.
- Gillen, C. (2003). *Geology and landscapes of Scotland*. Harpenden: Terra Books.
- Gould, S. J. (1991). *Wonderful life*. London: Penguin.
- Higgins, P., Ross, H., Lynch, and Newman, M. (2004). *Building the Scottish Outdoor Access Code and responsible behaviour into formal education and other learning contexts*. Perth: Scottish Natural Heritage. Research Report, 79pp.
- Higgins, P., Wightman, A. & MacMillan, D. (2002). *Sporting estates and recreational land use in the Highlands and Islands of Scotland*. Report to Economic and Social Research Council.
- Lamb, H. (1995). *Climate history and the modern world*. London: Routledge.
- Lamb, S. and Sington, D. (1998). *Earth story*. London: BBC.
- Meinig, D. W. (1979). *The interpretation of ordinary landscapes*. Oxford: Oxford University Press.
- McIntyre, D., McKirdy, A. (2001). *James Hutton: the founder of modern geology*. Edinburgh: National Museums of Scotland.
- Price, R J. (1976). *Highland landforms*. Highlands and Islands Development Board.
- Pryor, F. (2010). *The making of the British landscape: how we have transformed the land, from prehistory to today*. London: Allen Lane.
- Rackham, O. (2000). *The history of the countryside*. London: Pheonix

Ramsay, P. (1997). *Revival of the land - Creag Meagaidh National Nature Reserve* Perth: SNH.

Shepherd, P. (1997). *The cultivated wilderness or, what is landscape?* Massachusetts: MIT, 230pp.

Scottish Natural Heritage & British Geological Survey. *Landscape Fashioned by Geology Series*. SNH Perth

Smout, T. C. (2000). *Nature contested: environmental history in Scotland & Northern England since 1600*. Edinburgh: Edinburgh University Press.

Toghill, P. (2000). *The geology of Britain*. Marlborough: Crowood Press.

Vincent, P. (1990). *The biogeography of the British Isles*. London: Routledge.

Warren, C. (2002). *Managing Scotland's environment*. Edinburgh: Edinburgh University Press.

Wightman, A. (1996). *Who owns Scotland* Edinburgh: Canongate.

Wightman, A. (1996.) *Scotland's mountains - an agenda for sustainable development* Perth: Scottish Wildlife and Countryside Link, 23pp.

Wightman, A. (2011). *The poor had no lawyers. Who owns Scotland (and how they got it)*. Edinburgh: Berlinn.

10. Course Co-ordinator

Prof Peter Higgins

11. Credit Rating

20 SM (Scottish Masters) Level Credits

**1. Course Title: Ecology and Field Studies
EDUA11120 20 SM (Scottish Masters) Level Credits**

2. Rationale

An understanding of the ecological principles which underpin both natural and managed ecosystems is vital for a full understanding of the countryside as a recreational and teaching resource. Furthermore, direct multi-sensory experiences are an ideal way of engaging with the natural heritage and the physical environment. Awareness of the potential impact of outdoor recreational and educational activities is also important for those who work in the countryside, and increasingly an expectation of such educational programmes. In many outdoor and environmental education contexts techniques ranging from formal field studies through to experiential environmental exercises are employed. This course provides an understanding of the principles of ecology, and explores the application of a wide range of teaching techniques in a practical context. The approach taken is normally an interdisciplinary and holistic residential programme normally located in a National Nature Reserve on the West Coast of Scotland.

3. Prior Requirements/Place in sequence of study

Normally the 'Interpreting the Landscape' course would be a pre-requisite. (Semester 1)

4. Learning Outcomes

On completion of the course students will:

1. understand basic ecological principles as applied to global and local ecosystems;
2. understand relevant aspects of natural selection, adaptation, population growth etc. and the effect on these of climate and human impact;
3. be able to apply an understanding of ecological principles to issues of environmental concern;
4. have experienced and used a variety of 'modern experiential' and 'traditional' field studies techniques during practical investigations of a range of natural and managed terrestrial and aquatic ecosystems;
5. be familiar with aspects of the preservation and management of natural and semi-natural habitats of conservation importance, and critically examine the issues that arise where such areas are also used extensively for recreation and education;
6. understand the rationale behind and the practical consequences and management of key aspects of legislation which protect the natural heritage (e.g. in National Nature Reserves, Sites of Special Scientific Interest, Special Areas of Conservation etc);
7. be able to compare and critically evaluate appropriate techniques in outdoor educational practice and develop a teaching programme suitable for introducing others to ecology and environment.

5. Teaching, Learning & Assessment Strategies

The course will be based primarily on field experience (traditionally on the Island of Rum, Inner Hebrides), supported with a range of lectures, seminars and discussions. Practical teaching sessions will include a range of techniques appropriate for the habitats available during the course. These activities will be discussed and reviewed and additional theoretical input will support student learning. Students will be expected to complete background reading and independent study in order to meet the level required to complete the course successfully.

6. Indicative Content

- Ecological principles: energy flow, trophic levels, nutrient cycling etc
- Populations: natural selection and speciation, population dynamics
- Communities, habitats, feeding relationships, biological diversity

- Biotic and abiotic influences on communities
- Influence of European legislation on the landscape
- Preservation and management of the natural heritage
- Traditional field studies survey and sampling techniques appropriate to a range of terrestrial and aquatic habitats
- Experiential environmental education techniques (their use and critical evaluation)
- Design, practice and evaluation of selected outdoor sessions

7. Assessment

Satisfactory completion of a log of field studies activity is a requirement of this course. In addition either (a) develop and critically evaluate appropriate resources or a short programme of field studies appropriate to a selected group, or (b) write an essay on a relevant aspect of environmental management (4000 words or equivalent).

8. Assessment Performance Criteria

- LO1/2 (i) demonstrate knowledge of ecological principles and their universal applicability;
(ii) show an understanding of how populations grow and regulate upon interaction with other organisms;
(iii) demonstrate this knowledge for natural ecosystems and apply this to managed systems;
- LO3 show an ability to consider environmental issues through rigorous application of the principles of ecology, and also be able to reflect on and examine the impact of human decisions on the landscape and seas;
- LO4 employ and understand the range of field studies techniques employed during the course;
- LO5 consider, review and critically analyse environmental and social issues and potential conflicts arising from the conservation and management of natural and semi-natural habitats;
- LO6 show awareness of the main designations employed to protect the countryside and their implications for conservation, management and access;
- LO7 select and apply appropriate fieldwork techniques and employ critical awareness in their application, reflecting analytically on the potential value of such approaches to future professional practice.

9. Indicative Reading

- Adams, W. (1996). *Future nature: a vision for conservation*. London: Earthscan.
- Attenborough, D. (1979). *Life on Earth*. London: Collins/BBC.
- Attenborough, D. (1984). *The living planet*. London: Collins/BBC.
- Atterton J, Carroll T, Thompson N. (2007). [Social and human capital on Rùm and the Small Isles](http://www.scotland.gov.uk/Resource/Doc/1051/0054853.pdf). Report to Scottish Government. University of Newcastle upon Tyne: Centre for Rural Economy. <http://www.scotland.gov.uk/Resource/Doc/1051/0054853.pdf>
- Brady, E., Holland, and Rawles, K. (2004). Walking the talk: philosophy of conservation on the Isle of Rum. *Worldviews*, 8 (2-3), 280-297.
- Cameron, A. (1997). *Bare feet and tackety boots: a boyhood on the island of Rhum*. Edinburgh: Luath.
- Clutton-Brock, T. & Ball, M. (1987). *Rhum: The natural history of an island*. Edinburgh: Edinburgh University Press.
- Cornell, J. (1989). *Sharing the joy of nature*. Nevada City: Dawn Publications.
- Cramb, A. (1998). *Fragile land: Scotland's environment*. Edinburgh: Polygon.
- Darwin, T. (1996). *The Scots herbal. Plant lore of Scotland*. Edinburgh: Mercat Press.
- Dressler, C. (1998). *Eigg: the story of an island*. Edinburgh: Polygon.
- Fielding, A. & Haworth, P. (1999). *Upland habitats*. London: Routledge.
- Fife, H. (1994). *Warriors and guardians: native highland trees*. Glendaruel: Argyll Publishing.
- Goodenough, K. & Bradwell, T. (2004). *Rùm and the Small Isles: a landscape fashioned by geology*. Perth: Scottish Natural Heritage.
- Gould, S. (1991). *Wonderful life*. London: Penguin.
- Grant, I. (1997). *Highland folk ways*. Edinburgh: Birlinn.
- Hayward, G. (1992). *Applied ecology*. Walton-on-Thames: Nelson.
- Higgins, P., Crowther, N., Nicol, R. & Meldrum, G. (2001). *Rùm National Nature Reserve: environmental education plan*. Perth: Scottish Natural Heritage and University of Edinburgh.
- Hunter, J. (1995). *On the other side of sorrow: nature & people in the Scottish highlands*. Edinburgh: Mainstream.
- Johnson, S. & Boswell, J. (1984) *A journey to the Western Islands of Scotland and The journal of a tour to the Hebrides*. London: Penguin Classics.
- Jones, A. (1997). *Environmental biology*. London: Routledge.
- Lambert, R. (1998). *Species history in Scotland: introductions and extinctions since the last ice age*. Edinburgh: Scottish Cultural Press.
- Love, J. (2002). *Rùm: A landscape without figures*. Edinburgh: Birlinn.
- Magnusson, M. (1997). *Rùm: nature's island*. Edinburgh: Luath Press.
- Manchester City Council and Field Studies Council. (1993). *Outdoor and environmental education in the National Curriculum*. Shrewsbury: Field Studies Council Publications.
- McCarthy, J. (1998). *Wild Scotland*. Edinburgh: Luath Press.
- McKey, C., Shewry, M. & Tudor, G. (1998). *Land cover change : Scotland from the 1940s to the 1980s*. Edinburgh : Stationery Office.
- McVean, D. & Lockie, J. (1969). *Ecology and land use in upland Scotland*. Edinburgh: Edinburgh University Press.
- Morton-Boyd, J. (Ed.). (1983). *Natural environment of the Inner Hebrides*. Edinburgh: Royal Society of Edinburgh.
- Morton-Boyd, J. & Boyd, I.L. (1996). *The Hebrides (Three Volumes)*. Edinburgh: Birlinn.
- Milliken, W. & Bridgewater, S. (2004) *Flora Celtica*. Edinburgh: Birlinn.
- Ramsay, P. (1997). *Revival of the land : Creag Meagaidh National Nature Reserve*, Perth: SNH.
- Rixson, D. (2001). *The Small Isles: Canna, Rum, Eigg and Muck*. Edinburgh: Birlinn.

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http://www.nnr-scotland.org.uk/managing_detail.asp?NNRId=22

Scottish Natural Heritage (2009b). *The Reserve Plan for Rum National Nature Reserve 2010 – 2016*. Retrieved 4 March 2010 from

http://www.nnr-scotland.org.uk/managing_detail.asp?NNRId=22

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Thompson, D., Hester, A. & Usher, M. (1995). *Heaths and moorland: cultural landscapes*. Edinburgh: Stationery Office.

Van Matre, S. (1972) *Acclimatization*. American Camping Association.

Walters, J., Curry, M. & Payne, S. (1998). Rum National Nature Reserve management plan 1998-2008. Perth: Scottish Natural Heritage.

Warren, C. (2002). *Managing Scotland's environment*. Edinburgh: Edinburgh University Press.

Wilson, E. O. (1992). *The diversity of life*. London: Penguin.

Wood, B. (2000). Room for nature? Conservation management of the Isle of Rum, UK and prospects for large protected areas in Europe. *Biological Conservation*, 64 (1), 93-105.

Wood, E. (2009). *Peat-bogs, plague and potatoes: how climate change and geology shaped Scotland's history*. Edinburgh: Luath Press.

10. Course Co-ordinator

Professor Peter Higgins

11. Credit Rating

20 SM (Scottish Masters) Level Credits

1. Course Title: Outdoor Environmental Education: Concept-Based Practice EDUA11117 20 SM (Scottish Masters) Level Credits

2. Rationale

The concept of environmental education is undergoing change. Within public discourse there is a lot more talk of Education for Sustainable Development. Environmental education has traditionally been about the 'green' environment with an implicit hope that people will develop the skills and attitudes to enable them to make informed decisions about environmental issues.

Education for sustainable development contains all of the content of environmental education but starts from the aim of people altering their behaviour to achieve sustainable living, ie living in a way that does not deplete non-renewable resources which will be needed by future generations. It acknowledges that people are the problem and the solution to most environmental problems and recognises that economic, political, social and cultural behaviour have a big part to play in sustainable living. Consequently awareness of the social, economic and political dimensions of 'sustainable development' is crucial in developing a deep understanding of the issue and, on a practical level, has implications for developing a programme of outdoor environmental education.

These developing ideas create exciting opportunities for outdoor educationalists. Because outdoor education depends to a large extent on direct experience of different environments, and multi-sensory approaches to learning, there are specific opportunities to engage in ESD not readily available through class-based education. However, research suggests that outdoor educators tend to define environmental education very narrowly focussing on, for example, avoiding trampling over rare plants, not disturbing birds, taking care to limit erosion at abseil sites, creating wildlife habitats and instructing pupils that litter can be harmful to wildlife.

These differing definitions provide a starting point from which this course will explore the role of outdoor education in relation to values and attitudes. This will be done by looking at theoretical positions which transcend the belief that environmental education is simply about the 'green' environment. A central theme of the course is the relationship between human beings and the non-human world.

3. Prior Requirements/Place in sequence of study

No prior requirements. Semester 1.

4. Learning Outcomes

On completion of the course students will:

1. have explored, and be aware of assumptions that underpin, a range of theoretical positions and their implications for environmental education;
2. understand the historical development of environmental education and the emergence of 'education for sustainable development and a range of contested definitions';
3. be able to relate an ontological assumption with an epistemological position in order to formulate a programme of outdoor environmental education;
4. have considered a range of thematic approaches to environmental education and be able to exercise critical reflection in the compilation of a programme of outdoor environmental education;
5. be able to understand the concept of outdoor environmental education from the perspective of different providers and concomitant rationales;
6. have arrived at an individual ethic of environmental responsibility as a guiding principle for professional practice;
7. have taken part in experiential environmental education activities that leads to further critical reflection on practice;
8. have taken part in a group to deliver a programme of outdoor environmental education to operationalize epistemological diversity.

5. Teaching, Learning & Assessment Strategies

The course will be in mixed mode, with some taught components, group-based discussion activities, visiting speakers and site visits. The emphasis on the course will be based on the unity of theory and practice. Course members will be expected to contribute actively and to apply their professional experience to the issues under consideration. Students will be expected to complete background reading and independent study in order to meet the level required to complete the course successfully.

6. Indicative Content

- Recent national and international trends in environmental education
- Using environmental philosophy as a standpoint for practice
- Exploration of worldviews such as holism and reductionism
- Documentary analysis of texts relating to environmental philosophy and environmental education
- The role of experiential learning in the context of environmental education
- Personal and institutional perspectives on environmental education
- The relationship between environmental education and outdoor education

7. Assessment

Assessment will be in the form of a written assignment of 4000 words. This covers LO 1-6. However, this does not include the assessment of LO 7-8. To maintain flexibility within the mode of assessment the course tutor may set a more practical assignment where students will prepare a lesson plan for an activity within the scope of the course(s) and deliver the lesson to their peer group. Students will be assessed on this activity by course tutors and subsequently on their own critically reflective evaluation of their lesson plan and exercise. This may form part of a combined assignment with other courses as validated. This assignment would cover the assessment of LO 7-8.

Assumption: Human beings are dependent on the environment for their survival and the 'well-being' of nature is inseparable from the physical and psychological 'well-being' of human beings. However, there is evidence to suggest that the 'well-being' of nature is in some doubt.

Task One (1000 words)

Critically review this assumption with specific reference to one or two of the major environmental issues (e.g. global climate change, the depletion of the ozone layer, reduction in biodiversity, human population growth, world poverty).

Task Two (1000 words)

Provide as an example an institution and/or individual attempting to address these issues through educational approaches. The example may be about someone you know of, somewhere you have worked or somewhere you would like to work. In developing your argument you might want to think of some of the themes, ideas and philosophical positions discussed during lectures such as deep ecology, 'a sense of place', environmental management systems, sustainable development, sustainability education and bioregionalism. Equally you may wish to develop some ideas in relation to your own experience and personal reading. For example such themes might include ideas from children's literature, outdoor education literature or mountaineering literature.

Task Three (2000 words)

Discuss ways in which outdoor education can address the issues you have described in tasks one and two. For this you will need to consider the view that human beings have become disconnected from the 'natural' world. You should then discuss the educational implications of this. To get you started use the paper *Outdoor Education: Research Topic or Universal Value. Part Three* which was a lecture handout. This will help with the epistemological task (the reference section will help you with further reading). Engage in a critical discussion of experiential, presentational, propositional and practical knowing to demonstrate the appropriateness of each depending on the learning outcomes you are trying to achieve. By discussing the relative advantages you are looking towards ways in which outdoor educators can draw on all four ways of knowing with specific reference to promoting the concept of 'connection'.

The task above may seem quite extensive. Please note that it is presented as guidance to demonstrate the scope of what is possible. For those who like summaries then the task is to give me an example of what outdoor environmental education looks like in practice and theory.

You may find it useful to adopt the headings used in this assignment task to construct your own work. Please provide an abstract.

8. Assessment Performance Criteria

- identify appropriate primary and secondary sources for understand the relationship between theory and practice relating to outdoor environmental education;
- critically analyse the theories and methods used in delivering a programme of outdoor environmental education;
- understand the social, economic and political implications for developing a programme of outdoor environmental education;
- assess the implications of epistemological diversity for experiential learning;
- identify opportunities for developing outdoor environmental education in the workplace;
- identify barriers to developing outdoor environmental education in the workplace (and how to overcome them);
- demonstrate the ability to deploy the knowledge and skills gained during the course in their chosen workplace.

9. Indicative Reading

- Bowers, C. A. (1993). *Education, cultural myths and the ecological crisis*. Albany: State University of New York Press.
- Brennan, A. (1994). Environmental literacy and educational ideal. *Environmental Values*, 3(1), 3-16.
- Capra, F. (1996). *The web of life*. London: Harper Collins.
- Fien, J. (ed). (1993). *Environmental education: A pathway to sustainability*. Victoria: Deakin University.
- Gray, D., Coucci-Gray, L. & Camino, E (2009) *Science, society and Sustainability: Education and empowerment for an uncertain world*. Oxon: Routledge.
- Horwood, B. (1991). Tasting the berries: Deep ecology and experiential education. *Journal of Experiential Education*, 14(3), 23-26.
- Huckle, J. & Sterling, S. (Eds). (1996). *Education for sustainability*. London: Earthscan.
- International Union for the Conservation of Nature, United Nations Environment Programme and World Wildlife Fund. (1980). *World conservation strategy*. Switzerland: IUCN.
- Jackson, T. (2009). *Prosperity without growth: Economics for a finite planet*. London: Earthscan.
- James, S. (2009) *The presence of nature: a study in phenomenology and environmental philosophy*. New York: Palgrave Macmillan.
- Jickling, B. & Spork, H. (1998). Education for the environment: a critique. *Environmental Education Research*, 4(3), 309-327.
- Kaplan, S. & Talbot, J. F. (1983). Psychological benefits of a wilderness experience. In I. Altman & J. F. Wohlwill (Eds). *Behaviour and the environment*. (pp.163-203).
- Leopold, A. (1968). *A sand county almanac*. Oxford: Oxford University Press.
- Marshall, P. (1995). *Natures web: Rethinking our place on earth*. London: Cassell.
- Naess, A. (1988). Self realization: An ecological approach to being in the world. In J. Seed, J. Macy, P. Fleming, & A. Naess. *Thinking like a mountain*. (pp.9-30). Philadelphia: New Society Publishers.
- Naess, A. (1989). *Ecology, community and lifestyle*. Cambridge: Cambridge University Press.
- Neal, P. and Palmer, J. (1990). *Environmental education in the primary School*. Oxford: Blackwell.
- O’Riordan, T. (1981). *Environmentalism*. London: Pion.
- Orr, D. (1994). *Earth in mind*. Washington DC: Island Press.
- Palmer, J. (1998). *Environmental education in the 21st century: Theory, practice progress and promise*. London: Routledge.
- Pepper, D. (1986). *The roots of modern environmentalism*. London: Routledge.
- Reid, D. (1995). *Sustainable development. An introductory guide*. London: Earthscan.

Scottish Office Education Department. (1993). *Curriculum and Assessment in Scotland. National Guidelines. Environmental Studies 5 - 14.* SOED.
Sessions, G (ed). *Deep ecology for the 21st century.* London: Shambhala.
Smyth, J. (1995). Environment and education: a view of a changing scene. *Environmental education research*, 1(1), 3-19.
United Nations Conference on Environment and Development. (1992) *Earth Summit '92.* London: The Regency Press.
Van Matre, S. (1990). *Earth education: A new beginning.* Greenville: Institute for Earth Education.

Main journals:

Ecologist
Ecos - A Review of Conservation
Environment Now
Environmental Education: Journal of the National Association of Environmental Education
Environmental Education Research
Environmental Ethics
Environmental Values
International Journal of Environmental Education and Information
Interpretation
Resurgence

World Wide Web

www.mailbase.ac.uk/lists/env-ed-research/

Videography

Atlas Leasing. (1990) *Mindwalk.* Blue Dolphin Video. (Not available in library)

Baylands. (1994) *A sense of place: What is the appropriate Relationship Between humans and the whole living system.* California: Baylands. 304.2 SEN.

ReRun Produkties. (1997) *The call of the mountains: Arne Naess and the Deep Ecology Movement.* Amsterdam: ReRun Produkties.

10. Course Co-ordinator

Dr Robbie Nicol

11. Credit Rating

20 SM (Scottish Masters) Level Credits

**1. Course Title: Research Methods: Planning Research
REDU11044 10 SM (Scottish Masters) Level Credits**

Welcome to *Planning Research*. This course builds on the previous two research methods courses, *The Sources of Knowledge* and *Conceptualising Research*, and on other courses undertaken during the taught component of your studies. The main purpose of this third course is to enable you to plan your own research and have realistic expectations of what you can achieve in the time available to you. By the time you complete the course you will have:

- identified appropriate research questions and how they might be addressed by particular methodological approaches and data collection methods;
- planned a programme of research, showing an appropriate level of critical awareness of issues relating to research reliability and validity, and ethical considerations;
- articulated clearly the kinds of conclusions and recommendations you will be able to make given the research design choices you have made; and
- presented a proposal for a research project in accord with the relevant academic conventions.

Why This is Difficult

It is relatively easy to present such statements of aims for a research methods course. The logic is straightforward: making you familiar with the technical skills and disciplines of thought that form the basis of the activity we know as research. If we want to make a good job of any research endeavour, it is well to be prepared from the outset, so that plans can be well-formulated and pitfalls avoided. This is the logic that places a research methods induction of some sort in advance of the requirement, on any academic programme, to carry out a piece of original research. Yet courses in research methods, whether at undergraduate or postgraduate level, frequently suffer from low levels of student engagement and motivation, are poorly rated by their participants, and most importantly, often fail to build the foundations they are designed to provide. This is because the domain of research methods is, *par excellence*, an area of knowledge best acquired by doing. One cannot really *learn* about research without *doing* research. And yet research is too important (and expensive, and dangerous, and embarrassing) for us to be let loose on it without some understanding of what might go wrong. So, we seem to have the famous Catch-22; we cannot learn about research without doing it, and we cannot do it without first learning about

This would all seem to be setting ourselves up for a fall. We believe that the task is difficult (and best to admit that from the outset) but also that there may be some loop-holes that we can possibly exploit in the above logical impasse. There is still a genuine problem associated with the fact that one has to have had certain experiences before one can fully appreciate other experiences, and that the ordering of experiences can never be perfect, because there *is* no perfect order.

We therefore want to allow a degree of self-determination on the part of course participants. The structure of the course addresses a wide range of approaches to research, while allowing you to concentrate on those areas you believe will be most relevant to their own research endeavours. Here too there is a degree of circularity; you need to know about the tools that are on offer before you can decide which will be best for your own particular challenge.

Organisation and Orientation

Before we get started, then, browse around the content of this WebCT site to get a feel for the course. The structure is somewhat different from the earlier Research Methods courses, with texts rather than videos, the 'mini-conference' for Session 3 & 4, and the poster presentation in Session 5. You will also have noticed that there is no single PDF course guide; the information in these pages removes the need for one.

When you are reading one of the pages here, whenever you see a link in **bold font**, it is to a course-specific resource which you should read. These are also linked from the main page of each session. Other links are to university or external resources which may or may not be immediately required.

If you are part of an online workshop, try to post to the Workshop A discussion forum about your aspirations for this course, and your ideas for research questions that you would like to pursue. These might be based on intellectual curiosity, or on some personal or professional development agenda, or on some issue that you are facing in a work setting that warrants investigation in some systematic way. Remember that you make no commitments by trying out a few ideas. Try also to respond to a few introductory posts by the other contributors.

Most of you will have taken the previous research methods courses on The Sources of Knowledge and Conceptualizing Research, but some of you will not have seen one or either of these. We will include here some of the videos produced for those courses. Try to watch any you have not already seen - they will help you think about the nature of the knowledge we can have of the social world, about what it means to undertake educational research, and about different methodological approaches to such research.

The Research Proposal

The assignment for this course is a 2000-word research proposal, due at **12 noon on Monday 30 May 2011**. Detailed instructions for submitting the proposal will appear shortly. TurnItIn dropboxes for its submission will appear two weeks before the due date.

The research proposal is the point of closest linkage between this course and the preparation of your dissertation. For those of you studying full-time the dissertation will be the next thing after this course that you will do in your year. If you are part-time you may have other courses to complete before you progress to the dissertation. Remember that progression from the taught phase to the dissertation is contingent on a satisfactory standard being achieved in the assignments in the taught phase. More information about this progression issue can be found in the School's Generic Handbook.

You may already have done a lot of thinking about the topic of your dissertation research, maybe even to the point of having conversations with your colleagues or employer about negotiation of access for your research. This thinking and talking may have brought you to some fairly well-formed ideas about what you intend to do, or it may be that you are still undecided about the direction to take. Depending on your own personal or employment circumstances, the general (or even particular) details of your dissertation research may seem obvious, or you may feel undecided about what would be a useful or relevant topic.

The time that one has within the period of a one-year MSc to carry out a significant and self-contained piece of research work is extremely short. It is thus very important that you plan your work so that it can be executed with maximal efficiency, and that what you plan is feasible within the time available. In short, the time invested in planning at the outset will pay dividends in the longer term.

The time available to you for the research study and dissertation writing will depend on whether you are full-time or part-time on your programme. If you are participating full-time in a one-year MSc your dissertation must be submitted by the end of the academic year in which you commenced your studies. That is, the period between May and August will be devoted to the conduct of your research and the writing of the dissertation. Those working part-time on such a programme will normally be required to submit the dissertation within a period of one year from the date of enrolment for it, provided that this is within the five-year limit for the entire Masters. The nature and conduct of the dissertation project can thus be somewhat different for those engaging part-time and full-time, and the research proposal should reflect this where relevant.

The Task

The research proposal should crystallise what you have learned about research methods into concrete details for the conduct of a specific piece of research, which will form the basis of the final dissertation to be submitted for completion of your masters programme. It is important to acknowledge from the outset, however, that this may not be how things turn out. Circumstances may change (for example, access opportunities essential for the study may become unavailable) and it may prove necessary to change direction. This circumstance may particularly arise where there is some time interval between the submission of the proposal and the actual conduct of the research, which may be a particular issue for those studying part-time. This may be an inconvenience, but should not be a real problem, so do not allow it to cause any anxiety. If plans have to change, then so be it. Do not be concerned that you will be committed to a project which comes to be less useful or feasible, or that the proposal will be judged as being of lesser quality simply because circumstances change.

So, best to work on your proposal with the assumption that it will describe what you will ultimately be called upon to carry out. This is the simplest way to proceed, and probably the most motivating.

We will be talking more about the planning aspects of your proposal in the first session of the course.

Structure of the Proposal

Different sorts of projects will have different elements, so the details of the structure and content of the proposal will be different. In essence, however, you should indicate how you plan to go about your research and give the following specific information:

- a provisional title for your study, which is descriptive and conveys the essence;
- the reasoning which led you to the selection of the topic;
- a statement about the potential value of this research;
- a preliminary indication of chapter headings and contents;
- a preliminary indication of the kind of literature you will consult;
- an overview of your proposed design and methodology, including the nature of the evidence to be gathered, which makes reference to relevant methodological literature;
- an indication of the setting(s) in which you will work, and any issues pertaining to access;
- an indication of the participants in the study, how they are going to be identified and recruited, and any concerns about sampling;
- a stage-by-stage timetable for carrying out the research;
- an analysis (in the form of a completed ethical approval form) of any ethical issues with the research.

A good source of guidance is Appendix A of Robson (2002), which has a section on 'Writing a Project Proposal'. This provides a very general overview of the task, but the specifics of the particular project should be discussed with your course tutor, or with your research supervisor if such an individual has been identified by this point. Your proposal should include, as an appendix, a completed application for ethical approval. This is a necessary part of any research preparation. Further details are to be found in the course section on **Ethical Considerations**, which we will consider in Session 2.

Assessment Criteria

The research being proposed may take a wide variety of forms. It may be based on the collection of some empirical data, be they qualitative or quantitative, it may depend on the secondary analysis of some existing data, or the collation of evidence from published sources, whether conventional or digital. For this reason it is difficult to set out very particular assessment criteria, and there will almost certainly be a need for some negotiation between student and tutor or supervisor about the exact details of what is to be produced. Having said this, the following general criteria are offered as a guide. The submission will be assessed on the degree to which it:

- clearly communicates the research question(s), including theoretical importance, professional relevance, or both;
- presents the historical and intellectual context for the work through a review of the relevant literature;
- outlines the methods to be employed, considering the strengths and weaknesses of those methods in the target context, making reference to appropriate methodological literature;
- describes the practical opportunities and constraints that exist, including (where relevant) issues of access to resources and participants;
- indicates (where relevant) how data are to be handled;
- indicates (where relevant) those ethical issues that might arise in the context of the proposed research, and how those are to be handled;
- provides a realistic timeline for the conduct of the work.

Readings

Books

In each of the three research methods courses we have suggested that you consider purchasing three core texts to supplement the variety of resources available in the Library. The texts for *The Sources of Knowledge* and *Conceptualising Research* respectively were:

Bechhofer, F. & Paterson, L. (2000). *Principles of Research Design in the Social Sciences*. London: Routledge.

Pring, R. (2000). *Philosophy of Educational Research*. London: Continuum.

For this course we have recommended:

Thomas, G. (2009). *How to Do Your Research Project*. London: SAGE.

You might also look at purchasing one of:

Burton, N., Brundrett, M., & Jones, M. (2008) *Doing Your Education Research Project*. London: SAGE.

Robson, C. (2002) *Real World Research: A Resource for Social Scientists and Practitioner-Researchers*, 2nd ed. Malden, Mass. & Oxford: Blackwell.

While not specifically about educational research, Robson's book is comprehensive, thorough and useful in the areas where detail is needed, and balanced and open-minded in the range of epistemological traditions to which it gives attention. A third edition is due to be published in March 2011.

The following is a classic educational research methods text, which the Library holds as an e-book:

Cohen, L., Manion, L., & Morrison, K. (2007) *Research Methods in Education*, 6th ed. London: Routledge.

As long as you are a student at the University you will be able to access this book online. To locate the e-book, start at the Library tab of MyEd. Use the Searcher link to search the main catalogue by title for 'Research Methods in Education', then select the record marked '[electronic resource]'. From the e-book record, follow the link marked 'Full text available online via netLibrary (restricted access)' to access the e-book itself.

You will find this a useful textbook to consult about a range of topics relevant to the course. If you have not done one or either of the previous research methods courses, Chapter 1 in particular is recommended for its discussion about the nature of research and the research endeavour.

Students who are using English as a second language (ESL) are advised to read:

Brandt, C. (2009). *Read, Research and Write: Academic Skills for ESL Students in Higher Education*. London: SAGE.

Chapters and Articles

Some of these we refer to in individual sessions; others make useful further reading.
Crotty, M. (1998) *The Foundations of Social Research: Meaning and Perspective in the Research Process*. London, SAGE. Chapter 1, pp. 1-17.

Dey, I. (1993) *Qualitative Data Analysis: A User-Friendly Guide for Social Scientists*. London and New York: Routledge. Chapter 8, pp. 94-112.

Holstein, J. A., & Gubrium, J. F. (2004) in Silverman, D. (2004), *Qualitative Research: Theory, Method and Practice*, 2nd ed. London, SAGE. Chapter 8, pp. 140-61.

Ryan, G. W., & Bernard, H. R. (2003) in Denzin, N. K. and Y. S. Lincoln (2003), *Collecting and Interpreting Qualitative Materials*. Thousand Oaks & London: SAGE. Chapter 7, pp. 259-309.

Sharf (1999) in Jones, S. (1999) *Doing Internet Research: Critical Issues and Methods for Examining the Net*. Thousand Oaks & London: SAGE. Chapter 12, pp. 243-56.

Silverman, D. (2006) *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction*. London: SAGE. Chapter 1, pp. 3-32.

Wiles, Crow, Heath & Charles (2006) [Anonymity and Confidentiality](#). ESRC National Centre for Research Methods, NCRM Working Paper Series.

Wiles, Heath, Crow & Charles (2005) [Informed Consent in Social Research: A Literature Review](#). ESRC National Centre for Research Methods, NCRM Methods Review Papers.

Journals

In addition to the usual journal titles that you will be browsing in relation to your programme area, it might be useful to be aware of:

[International Journal of Educational Research](#) [previously [Evaluation in Education](#)]

[Educational Research and Evaluation](#) [only Volumes 1 & 2 available in the University Library]

[Practical Assessment, Research and Evaluation: An International Journal on Theory and Practice](#) [an open-access online journal]

Further Books

Here is a general list of research methods books you might want to consult, depending on your areas of interest.

Alvesson, M. & Skoldberg, K. (2009) *Reflexive Methodology: New Vistas in Qualitative Research*, 2nd ed. London: SAGE.

Bell, J. (2005) *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*, 4th ed. London: Open University Press.

Bernard, H. R. (2008) *Social Research Methods*, 3rd ed. Oxford: Oxford University Press.

Berry, R., (2004) *The Research Project: How to Write It*, 5th ed. London: Routledge Falmer.

Blaxter L, Hughes, C. & Tight, M. (2006) *How to Research*, 3rd ed. London: Open University Press.

Burns, R. B. (2000) *Introduction to Research Methods*, 4th ed. London: SAGE.

Cottrell, S. (2005) *Critical Thinking Skills*. Hampshire: Palgrave Macmillan.

Crotty, M. (1998) *The Foundations of Social Research*. London: SAGE.

Denscombe, M (2003) *The Good Research Guide: For Small-Scale Social Research Projects*, 2nd ed. Open University Press.

Denzin, N., & Lincoln, Y. (2008) *Collecting and Interpreting Qualitative Materials*, 3rd ed. London: SAGE.

Field, A. (2009). *Discovering Statistics Using SPSS*, 3rd ed. London: SAGE.

Fielding, J. & Gilbert, N. (2006) *Understanding Social Statistics*, 2nd ed. London: SAGE.

Girden, E. R. (2001) *Evaluating Research Articles from Start to Finish*, 2nd ed. London: SAGE.

Hammersley, M. (1992) *Social Research: Philosophy, Politics & Practice*. London: SAGE.

Hart, C. (1998) *Doing a Literature Review: Releasing the Social Science Research Imagination*. London: SAGE.

Kumar, R. (2005) *Research Methodology: A Step-by-Step Guide for Beginners*, 2nd ed. London: SAGE.

- May, T. (2003) *Social Research: Issues, Methods and Process*, 3rd ed. London: Open University Press.
- Neville, C. (2007) *The Complete Guide to Referencing and Avoiding Plagiarism*. Berkshire: Open University Press/McGraw-Hill.
- Oliver, P.S. (2003) *The Student's Guide to Research Ethics*. London: Open University Press.
- Potter, S. (2006) *Doing Post-graduate Research*, 2nd ed. London: Open University/SAGE.
- Punch, K. (2005) *Introduction to Social Research: Quantitative and Qualitative Approaches*, 2nd ed. London: SAGE.
- Reason, P. & Bradbury, H., eds. (2007) *The SAGE Handbook of Action Research: Participative Inquiry and Practice*, 2nd ed. London: SAGE.
- Sim, S. & Van Loon, B. (2004) *Introducing Critical Theory*. Royston: Icon Books.
- Silverman, D. (2006) *Interpreting Qualitative Data*, 3rd ed. London: SAGE.
- Silverman, D. (2007) *A Very Short, Fairly Interesting and Reasonably Cheap Book About Qualitative Research*. London: SAGE.
- Walliman, S. R. (2005) *Your Research Project: A Step-By-Step Guide for The First-Time Researcher*, 2nd ed. London: SAGE.

1. Course Title: The Dissertation REDU11051 50+10 SM (Scottish Masters) Level Credits

2. Rationale

The Dissertation is a major study demanding of the course member a high level of individual application and commitment to research and enquiry. It provides the Programme member with the opportunity to identify, reflect on and explore a topic that has implications for his/her own professional development. The Dissertation will involve a critical interrogation of the relationship between professional practice, academic theory and the design, ethics and interpretation of research.

3. Prior Requirements / Place in Sequence of Study

The Dissertation builds on and extends the academic skills acquired in postgraduate diploma Courses. Students need to achieve in the Post Graduate Diploma, the required level of attainment to progress to Masters dissertation (see programme regulations). Students are advised to take at least one research methods course before writing the dissertation proposal. A range of courses are available within the school of education.

4. Learning Outcomes

The course member should be able to:

1. specify a topic of enquiry suitable for a dissertation and justify its theoretical significance, professional relevance and practical feasibility;
2. identify and reflect critically on relevant up-to-date literature, research reports and other scholarly evidence with specific reference to the research process used;
3. collect and analyse evidence, justifying the approaches and techniques used, and identify the implications of these choices for the status of the evidence and the findings based upon it;
4. examine critically the contribution and limitations of the study undertaken regarding theories and issues relevant to the practices and roles of relevant professionals;
5. demonstrate that the study complies with relevant ethical guidelines;
6. present work reflecting appropriate academic conventions in relation to style, tone, paragraphing, paraphrasing, sectioning of the text, proof-reading and referencing.

5. Teaching, Learning and Assessment Strategies

Students will write a research proposal and modify it in light of staff feedback and their own development of ideas. When the proposal is accepted the student will be allocated a supervisor and can progress to undertaking their study. Each course member will work with his or her Dissertation supervisor to build their skills in the application of techniques to a level to enable them to apply them successfully in the research study. The student and the supervisor will work in a manner that provides the student suitable feedback and support within reasonable time constraints (see dissertation process notes available from the dissertation coordinator).

6. Indicative Content

The Dissertation is designed to assist the course member in the following process:

- the selection and clarification of the precise focus of the study;
- the development of a detailed proposal including the identification of appropriate research methods, drawing where necessary upon the network of support and expertise available within and outwith the School;
- the evaluation of any piloting undertaken;
- ongoing refinement of the design of the study, including aspects such as feasibility and ethics;
- undertaking the research and analysing the evidence obtained;
- presenting the research findings in line with academic conventions.

7. Assessment

Each participant will submit a refined proposal for ethical approval. The proposal should specify a research question, or set of related research questions, and justify its theoretical significance and professional relevance. It should include a critical review of the relevant literature and propose a strategy for collecting evidence (empirical and/or philosophical) which is suitable for the research. The likely reliability and validity of the evidence should be discussed along with any ethical considerations which arise from the strategy proposed. There should be a plan and timetable for collecting evidence and writing up the Dissertation and (where applicable) drafts of any data collection instruments which will be needed.

The Dissertation itself has a word limit of up to 15,000 words. It may incorporate, either directly or after amendment, a substantial part of the material contained in the proposal.

Dissertations will be assessed on a distinction/pass/fail basis.

8. Indicative References

A Core Texts

- Ary, D., Jacobs, L.C. & Razavieh, A. (1990). *Introduction to research in education*. (4th ed.) New York: Holt Rinehart Winston.
- Bechhofer, F. & Paterson, L. (2000). *Principles of research design in the Social sciences*. London: Routledge.
- Bell, J. (1993). *Doing your research project*. (2nd edition) London: Open University Press.
- Bernard, H. R. (2000). *Social research methods*. London: Sage.
- Berry, R., (2000). *The research project*. (4th edition) London: Routledge Falmer.
- Burns, R. B. (2000). *Introduction to research methods*. (4th edition) London: Sage.
- Cohen, L., Manion, L. & Morrison K. (2000). *Research methods in education*. (5th edition) London: Routledge Falmer.
- Creswell, J. W. (2005). *Educational research*. London: Pearson.
- Kumar, R. (1999). *Research methodology: A step-by-step guide for beginners*. London: Sage.
- Leedy, P. D., & Ormrod, J. E. (2005). *Practical research* (8th Ed.). London: Pearson.
- Lewis, I. & Munn, P. (1987). *So you want to do research?* Edinburgh: Scottish Council for Research in Education. London: Sage.
- Maykut, P. & Morehouse, R. (1994). *Beginning qualitative research : A philosophic and practical guide*, London : Falmer Press.
- McMillan, J. H., & Schumacher, S. (2006). *Research in education* (6th Ed.). London: Pearson.

Miles, M & Huberman, M. (1994). *Qualitative data analysis*. An Expanded Sourcebook. London: Sage.

Punch, K. (2000). *Introduction to social research: Quantitative and qualitative approaches*. London: Sage.

Richardson, J.T.E. (Ed), (1996). *Handbook of qualitative research methods for psychology and the social sciences*. Oxford: UK. BPS Blackwell.

Robson, C. (1993). *Real world research: A source for social scientists and practitioner researchers*. Oxford: Blackwell.

Silverman, D. (2000). *Doing qualitative research*. London: Sage.

Taylor, S.J. & Bogdan, J. (1998). *Introduction to qualitative research methods*. (3rd Ed.). New York: John Wiley and Sons.

Walliman, S. R. (2000). *Your research project: A step-by-step guide for the first-time researcher*. London: Sage.

b Texts relating to specific methodologies and aspects of research

Ackroyd, S. & Hughes J.A. (1983). *Data collection in context*. London: Longman.

Brown, S. (1990). *Planning small scale research*. Edinburgh: Scottish Council for Research in Education.

Bryman, A., (1988). *Quantity and quality in social research*. London: Unwin Hyman.

Chapman, M (1986). *Plain figures*. London: HMSO.

Delamont, S. (1992). *Fieldwork in educational settings*. Lewes: Falmer Press.

Dillman, D. (1977). *Mail and telephone surveys: The total design method*. New York: Wiley.

Drever, E. (1995). *Using semi-structured interviews in small-scale research: A teacher's guide*. Edinburgh: Scottish Council for Research in Education.

Fairbairn, G. & Winch, C. (1991). *Reading, writing and reasoning: A guide for students*. Milton Keynes: Open University Press.

Fielding, J. & Gilbert, N. (2000). *Understanding social statistics*. London: Sage.

Girden, E. R. (1996). *Evaluating research articles from start to finish*. London: Sage.

Hakim, C. (1987). *Research design*. London: Allen and Unwin.

Hammersley, M. (1992). *What's wrong with ethnography?* London: Routledge.

Hart, C. (1998). *Doing a literature review: Releasing the social science research Imagination*. London: Sage.

Howard, K. & Sharp, J. (1983). *Management of a student research project*. London: Gower.

Huff, D. (1973). *How to lie with statistics*. London: Pelican.

Lewis, A. & Lindsay, G. (2000). *Researching children's perspectives*. Milton Keynes: Open University Press.

McCrosan, L. (1985). *A handbook for interviewers*. London: HMSO.

McLeod, J. (1994). *Doing counselling research*. London: Sage.

McLeod, J. (1999). *Practitioner research in counselling*. London: Sage.

McNiff, J. (1988). *Action research: Principles and practice*. London: Macmillan.

May, T. (1993). *Social research*. Buckingham: Open University Press.

Munn, P. & Drever, E. (1990). *Using questionnaires in small scale research*. Edinburgh: Scottish Council for Research in Education.

Phillips, E.M. & Pugh, D. S. (1987). *How to get a PhD*. Milton Keynes: Open University Press.

Scott, J. (1990). *A matter of record: Documentary sources in social research*. Cambridge: Polity Press.

Simpson, M. & Tuson, J. (1995). *Using observations in small-scale research: A beginner's guide*. Edinburgh: Scottish Council for Research in Education.

de Vaus, D. (2001). *Research design in social research* London: Sage.

9. Course Coordinator and contact details

Dr Robbie Nicol
Dr Simon Beames

10. Credit Rating

50 SM (Scottish Masters) Level Credits.

Appendix Two

Detailed Descriptors for Outdoor Education Pathway (Professional Development Programme)

The Professional Development Programme (PDP) is not required for Postgraduate Certificate students, but is required for all Diploma students and, to varying degrees, for Masters students.

Rationale

Whether in an urban greenspace or a remote mountain area, the role of an outdoor educator is one that demands a high standard of personal competency. Outdoor education programmes find much of their learning rooted in practical outdoor activities. In an area where physical and emotional safety are of paramount importance, competence is regarded as an essential professional requirement. In this context, competence on the part of the leader is defined in three main areas: technical skills, professional experience, and sound judgment.

Objectives

On completion of the Professional Development Programme students will:

- have completed a four week work placement in an outdoor education centre or equivalent agency;
- have demonstrated sound judgement in initiating, planning, conducting, reviewing, and reporting on an expedition;
- have completed four outdoor activity courses and first aid in the outdoors;
- understand the importance of professional competence within outdoor education and be able to articulate the essential role of outdoor experiences contextualised within other outdoor education programme courses.

Learning strategies

A variety of approaches to learning and teaching are used within the Professional Development Programme. Although the four outdoor activity courses are primarily technical in nature, there will be lectures and structured discussions (indoors and outdoors) - some of which will be student-led. Students are expected to complete background reading and independent study on their journey to becoming technically proficient in the various natural environments. Specialist teaching input and agency expertise will characterise the professional work placement.

Communication

WebCT is your source for the most up-to-date information about the PDP. Please check it frequently.

Finally, don't hesitate to get in touch with me if you have any general queries about the non-academic part of your programme. I will primarily be working from home in the Highlands so Email is the best method of communication. Please do not be surprised if I do not respond immediately as my work at the University is on a part-time basis. As such please allow plenty of time for correspondence.

Submission Requirements

Successful completion of the PDP includes, among other things, submitting two individual assignments (the Learning Logs) and one group assignment (the Expedition report). Students are also required to deliver a short presentation about their placement experiences to colleagues and staff. Please note that the placement component also involves submitting a 150 word description of the host agency.

1. Learning Log

The Learning Log is an assessed part of the Professional Development Programme. We believe that learning should not be left to chance - it is best done as a deliberate, conscious process. To this end, Postgraduate Diploma students are required to keep a learning log of the outdoor activity courses. The Learning Log template should be downloaded from WebCT, completed, and a hard copy then submitted to the PDP Coordinator (Pete Gwatkin) on two occasions. The submission dates are noted below and the location for submissions will be posted on WebCT in due course.

Term 1: 12 noon Monday 10th January, 2011

Term 3: 12 noon Friday 20th May, 2011

Note that the Logs are an assessed part of the Professional Development Programme and are made available for external validation purposes.

2. Expedition Report

The report should include a factual day-by-day description of events, as well as critical reflections from each team member on the planning and conduct of the expedition. Three hard copies and a CD copy of the expedition report are required. Reports from previous years are available from the Outdoor Education Section archives. The report is to be submitted to the appropriate location to be identified in due course on WebCT by **12 noon on Friday 24th June, 2011.**

Assessment

On completion of the programme students will:

- satisfy the specific learning outcomes of the four selected technical courses and have engaged fully in the learning experience;
- through the Learning Log, demonstrate a reflective, critical approach to all their learning experiences;
- where appropriate, show evidence that this approach has permeated through, and been applied to, the assignments for academic courses;
- have received a satisfactory report from the placement agency and the visiting member of university staff;
- have presented a short talk to the rest of the group describing placement experiences. This should include analysis of the success of the agency in meeting its stated learning outcomes;
- have successfully completed the planned expedition and adequately contributed to the group's report on the whole process;
- through the learning log and expedition report, demonstrate an ability to apply knowledge and principles derived from other aspects of the postgraduate programme (and *vice versa*).

Practical Skills Courses

The four practical skills courses are packaged into “core” natural learning environments, rather than by specific activities. Being organised in this manner means that the courses are not dominated by National Governing Body (NGB) syllabi and are more able to make connections to the academic content of the programme and to professional practice. By emphasising place rather than specific skills, students are able to experience a broad range of activities that may be integrated into programmes based in a given geo-physical landscape. The four courses are:

- Lochs & Rivers
- Steep Terrain & Rock Climbing
- Hills & Mountains
- Winter in the Mountains

A holistic approach to learning aims to stretch learning boundaries beyond the more prescriptive elements of typical outdoor skills courses however, establishing technical competence remains an essential process for those intending to work in the sector. To this end, the Outdoor Education Section offers NGB courses in canoe/kayak, rock climbing and summer hillwalking each June. These are available at an additional cost, details of which will be posted in due course on WebCT.

Lochs & Rivers

Rationale

The canoe, in its various forms, was probably the earliest form of transportation invented. It still offers an appropriate means of access to remote and inaccessible areas for recreational and aesthetic purposes as it has a minimal impact upon such environments. Through developing appropriate technical competence and good judgement in the use of canoes and kayaks we can enjoy access and enjoy the open waters, rivers and coastal margins of our countryside. Such skills are of course a precursor to outdoor leaders developing appropriate safety and efficient group management strategies.

Lochs & Rivers is a multi-faceted course that helps develop familiarity and experience in different craft in both flat and moving water. Besides trying different canoes and kayaks and learning about their properties, students will learn about water hazards, river safety and introductory rescue techniques. The course culminates in a multi-day open canoe/camping descent of the River Spey.

Learning Outcomes/Competencies

On completion of this course each student will:

- LO1 show knowledge of the history of canoes, canoeing as a recreation and a sport, the recent diversification of the sport;
- LO2 have demonstrated how to recover him/herself and craft after a capsize in deep and also on moving water;
- LO3 be aware of the safety and practical implications in assisting with a kayaking or canoeing group;
- LO4 be aware that water is a shared recreational resource and understand the importance of minimising conflict by adopting best practice and recognising established codes of conduct;
- LO5 have an awareness of the environment and the potential impact of canoeists and other recreational water users.
- LO6 have demonstrated the ability to select and understand the function of clothing and equipment appropriate for the members of a group both on a loch or a river;
- LO7 have demonstrated the skills necessary to control a canoe in a variety of open water and moving water situations up to grade II.

Indicative Content

- The history of canoeing; the development of canoeing as a sport and a recreation; the structure and function of the BCU and the SCA
- Types of craft; equipment and clothing; safety on water
- Rescue and self-rescue
- Access to water and the legal position of the canoeist
- Group management on the water
- The position and perspective of other water users, especially anglers; techniques they employ in pursuing their activities; strategies to reduce the frequency of conflicts
- Aquatic and river bank ecology; bank erosion; effects of disturbance on flora and fauna

Teaching and Learning

Practical work supplemented by discussion, lecture and videographic material.

Assessment

Assessment will be through completion of a Learning Log that encourages critical reflection on experiences.

Indicative Reading

- Barr, D., & Barr, B. (2009). *The Spey: From source to sea*. Edinburgh: Luath Press.
- British Canoe Union. (2002). *Canoe and kayak handbook*. Bangor: Pesda Press.
- British Canoe Union. (2006). *Coaching handbook*. Bangor: Pesda Press.
- Craig, D (2010). *River Spey canoeing guide*. Unpublished manuscript. (PDF available through University of Edinburgh WebCT.
- Collins, L. (2004). *Kayak rolling, The black art demystified*. Bangor: Pesda Press.
- Ferrero, F. (1998). *White water safety and rescue*. Bangor: Pesda Press.
- Mattos, B. & Middleton, A. (2004). *Kayaking and canoeing for beginners*. London: Southwater.
- Mason, B. (1984). *The path of the paddle*. Toronto: Key Porter Books.
- Mason, B. (1988). *Song of the paddle*. Toronto: Key Porter Books.
- Mattos, B., & Middleton, A. (2004). *Advanced kayaking and canoeing: A practical guide to paddling on white water*. London: Southwater.
- Roberts, K. G., & Shackleton, P. (1983). *The canoe*. Toronto: MacMillan.
- Scottish Canoe Association. (2005). *Scottish canoe touring*. Bangor: Pesda Press.
- Scottish Canoe Association. (2004). *Scottish white water* (2nd Edition). Bangor: Pesda Press.

Course Organiser

Pete Higgins

Steep Ground & Rock Climbing

Rationale

In the UK, rock climbing began in the domain of botanic exploration in the mountains; later it was served as training for scaling the higher peaks of the Alps and Greater Ranges. Today, it is an activity in its own right - both indoors on artificial climbing surfaces and outdoors on natural rock. The Steep Ground & Rock Climbing course follows a progression that begins with the historic use of a single rope to aid security on steep ground soon increasing its focus upon equipment and proficiency in the single pitch environment. This involves developing both personal climbing and abseiling skills, as well as addressing elements of institutional set-ups, teaching, and group supervision.

Learning Outcomes/Competencies

On completion of this course each student will:

- LO1 be able to move more efficiently on rock;
- LO2 be able to build reliable bottom and top-rope anchors for both personal and institutional climbing/abseiling;
- LO3 show knowledge of the use of devices for securing the progress of the party leader and last person on the rope;
- LO4 demonstrate an understanding of rock climbing grades and a recognition of the impact that can be made on these by climatic conditions;
- LO5 show some knowledge of the development of rock climbing;
- LO6 be able to discuss some of the conservation and ethical issues that arise in British rock climbing.

Indicative Content

- Movement on steep ground: Use of rope to safeguard a party and in emergency;
- Ropecraft skills, anchors, belaying, stances, abseiling, knots;
- Climbing on rock of various standards, posing a range of problems, in ascent and descent
- Practice on and off crags with ropes and other security devices
- Examination of rock climbing guide books
- The development of rock climbing as an activity, social contexts and technological change

Teaching and Learning

Practical work supplemented by discussion, lecture and videographic material.

Assessment

Assessment will be by a Learning Log in which students critically evaluate their experience.

Indicative Reading

Berry, A., & Arran, J. (2007). *Trad climbing+: The positive approach to improving your climbing*. Sheffield: Rockfax.

British Mountaineering Council. (1993). *Tread lightly: Conserving Britain's mountains and crags* (Rev. Ed). Manchester: British Mountaineering Council Publications.

Peter, L. (2004). *Rock climbing, essential skills and techniques*. Manchester: Mountain Leader Training.

Wilson, K. (Ed). (1997). *Classic rock: Great British rock climbs*. London: Baton Wicks.

Course Organiser

Pete Gwatkin

Hills & Mountains

Rationale

Outdoor educators intending to take others into the hills and mountains of the UK should recognise the value of training in the technical and party management skills required for safe learning and enjoyment in this environment. The Hills & Mountains course incorporates elements of summer lowland walking, orienteering and taking to the higher mountains. The principal aim is for students to increase their technical competence in navigating in, travelling through, and living in land-based landscapes. The course features a short expedition.

Learning Outcomes/Competencies

On completion of this course each student will:

- LO1 have extended their knowledge in a range of topics and issues concerned with the mountain environment in Scotland specifically, and the UK in general;
- LO2 have demonstrated an understanding of the technical and party management skills required to lead others in the UK mountains in summer conditions;
- LO3 be aware of their level of competence in relation to that minimum level required by those who seek the Mountain Leader award (summer) MLTS.

Indicative Content

- Navigation/orienteering: Use of map and compass, setting the map, taking bearings, walking on a bearing, taking part in various types of orienteering exercise; be able to plan and lay out appropriate orienteering courses; timing and pacing, re-location techniques, navigation in poor visibility, route choice.
- Mountain rescue & accident procedure: Elementary First Aid, improvised carrying methods –stretchers, Mountain Rescue Organisation
- Camp-craft and small expedition planning: Equipment, rucksacks, tents, sleeping bags, stoves, choosing a camp-site, food/cooking and hygiene, use of huts and bothies.
- Mountain Weather: Effect of altitude on weather; basic weather systems, interpretation of synoptic charts, cloud formations and associated weather developments, sources of weather information.
- Mountain environment: Development of special interests in related subjects, such as natural history, local history, geology, history of mountaineering, conservation.

Teaching and Learning

Practical work supplemented by discussion, lecture and videographic material.

Assessment

Assessment will be by a learning log, which should critically reflect on experiences gained.

Indicative Reading

Bennet, D. & Anderson, R. (Eds.). (2006). *The Munros: The Scottish Mountaineering Club hillwalkers' guide*. Glasgow: Scottish Mountaineering Trust.

Drummond, P. (2007). *Scottish mountain names*. Edinburgh: Scottish Mountaineering Council.

Kempe, N. & Wright, M. (2006). *Hostile habitats*. Glasgow: Scottish Mountaineering Trust

Long, S. (2004). *Hillwalking*. Capel Curig: U.K. Mountain Training Board.

McNeill, C., Ramsden, J., & Renfrew, T. (1998). *Teaching orienteering* (2nd Ed.). Leeds: Human Kinetics.

Course Organiser: Simon Beames

Winter in the mountains

Rationale

The aim of this course is to allow students to experience the major differences between summer and winter travel in the mountains; especially in terms of weather, navigation, equipment, physical fitness, underfoot conditions and other relevant safety aspects of moving over steep, potentially dangerous ground. The course covers fundamental winter walking skills and the appropriate use of an ice axe and crampons to aid safety. Topics include avalanche awareness, roped movement on steep ground and the course culminates with a possible overnight snow hole experience if conditions allow.

Learning Outcomes/Competencies

On completion of this course each student will:

- LO1 be equipped with the basic skills necessary for safe, enjoyable travel in the mountains under winter conditions;
- LO2 have demonstrated a basic understanding of the technical and party management skills required to lead others in the British mountains in winter;
- LO3 be aware of the objective dangers, severity of weather and seriousness of conditions in the Scottish mountains in winter;
- LO4 have a basic understanding of environmental dimensions of Scottish Mountains in winter (fauna, geological weathering, fragility of soils and ecosystems).

Indicative Content

- The ice ax – stowing and carrying, using to: walk; to aid movement on steep ground; self-arrest; cut steps and use as an anchor.
- Movement on snow and ice with and without crampons, techniques on low and higher angle of slopes
- Belaying on snow: ice-axe belays, bucket seats, snow bollard.
- Avalanche assessment - snow structure
- Construction of emergency shelters
- 2-day expedition with overnight stay in snow-hole (weather permitting)
- Observation of geological processes and of flora and fauna
- Navigation in winter

Teaching and Learning

Practical work supplemented by discussion, lecture and videographic material.

Assessment

Assessment will be by completion of a learning log that critically examines students' experiences.

Indicative Reading

- Cunningham, A., & Fyffe, A. (2007). *Winter skills: Essential walking and climbing techniques*. Edinburgh: Scottish Sports Council; Manchester: Mountain Leader Training Board.
- Kempe, N. & Wrightham, M. (2006). *Hostile habitats*. Glasgow: Scottish Mountaineering Trust
- Moran, M. (1988). *Scotland's winter mountains*. Newton Abbot: David & Charles.
- Wilson, K., Alcock, D., & Barry, J. (1984). *Cold climbs*. London: Diadem.
- Wright, B., & Barton, R. (2000). *Chance in a million* (Rev. Ed.). Edinburgh: Scottish Mountaineering Trust.

Course Organiser

Robbie Nicol

First Aid

Rationale

A current 16 hour First Aid certificate from an accredited provider is necessary to validate most British NGB awards (e.g. MLTB, BCU, BASI). The Emergency Aid for the Outdoors uses PowerPoint presentations, discussions, demonstrations and video to present basic theory. This is combined with a significant amount of practical work and indoor/outdoor scenarios to ensure that first aid techniques are fully understood and can be applied in a variety of situations. Participants are awarded a certificate that is valid for 3 years.

Course Director

Pete Gwatkin

National Governing Body awards training/assessment

Rationale

Several days are set aside in the calendar to give students the opportunity to gain NGB awards. It is anticipated that these would be canoe or kayak personal skills on flat water and SPA training or assessment given sufficient numbers and candidates meeting with the minimum pre course requirements. With sufficient interest and commitment, it may be also possible to organise summer ML training or assessment.

Course Organiser

Pete Gwatkin

Maintenance Day

Rationale

Maintenance Days serve two purposes. The first is to check the condition of equipment, maintain/repair equipment, re-stock consumable supplies, improve equipment management systems, and clean the equipment stores. The second purpose is for students to learn about the above processes through input from staff members and fellow students.

Indicative reading

The BMC. (2007). *Care and maintenance: Equipment standards, equipment wear and failure, routine checks and care*. Downloadable from <http://www.thebmc.co.uk/Download.aspx?id=77>

Course Organiser

Pete Gwatkin

Placement

Rationale

The postgraduate outdoor education programme focuses on extending professional competence. Therefore, in order for students to develop appropriately there must be a significant element of direct involvement in teaching and leading outdoors. In order to achieve this and to facilitate direct experience of the outdoor education sector, students undertake a four-week professional placement.

By working under the guidance of established outdoor practitioners, students will broaden their experience of approaches to teaching. They will also have the opportunity to gain insights into a range of establishments, such as outdoor education centres, management training agencies, inner city projects, special needs organisations, country parks, and environmental agencies.

The placement takes place at a stage in the course when much theoretical and practical groundwork has been covered. This allows students to be better able to make a useful contribution to the agencies in which they are placed. All postgraduate diploma students are required to complete a successful placement and the following are the criteria by which it is assessed.

Learning Outcomes/Competencies

On completion of the course students will:

- LO1 show competency in technical skills at the levels required by the agency;
- LO2 operate in a safe manner both personally and with students/clients;
- LO3 demonstrate competence in teaching/leading or facilitating of groups in a variety of situations and activities;
- LO4 show a practical awareness of environmental issues and an ability to impart this awareness to others in their care;
- LO5 have reviewed their work on a weekly basis with the agency and tried to implement any improvements in following weeks.

Indicative Content

This will vary between agencies, but students will be expected to:

- teach/coach/instruct or facilitate groups in a professional manner within the remit of personal qualifications and experience and the requirements of the agency;
- be introduced to the demands of and problems encountered by teachers/coaches/instructors or facilitators in a work setting;
- where possible, plan, prepare, deliver and review a suitable sequence or programme of activities in the agency setting.

Teaching and Learning

The approach to teaching and learning will be a matter for discussion between the outdoor education staff and the agency tutors. Normally, an apprenticeship model will be employed with the student being expected to learn agency systems and approaches and to take responsibility for teaching as requested by the agency staff. These staff play a crucial role in giving feedback and monitoring progress. Outdoor Education Section staff will liaise with the agency during the placement and normally make at least one visit to monitor progress.

Assessment

Reports will be prepared by both the agency tutor and a visiting member of the university outdoor education staff. Placement reviews will be held soon after returning to University. During these, students will be expected to make a presentation describing their experiences to all fellow students and outdoor education staff. The following are the more specific competencies upon which the assessment is based:

- demonstrate a commitment to and enthusiasm for a career in the outdoor profession;
- demonstrate a sound knowledge of and practical skills in the outdoor area appropriate to the agency allowing stimulating and challenging activities to take place;
- show awareness of the physical and emotional safety of each of the group participants and a demonstration for this in adapting activities to suit many needs;
- demonstrate a wider environment knowledge and suitable strategies for involving students/clients in the sustainable future of the countryside;
- demonstrate effective communication with students/clients and other staff from the agency;
- show ability to motivate and sustain interest in the groups for whom the student has responsibility, by setting expectations and a pace of work which make appropriate demands on students/client groups;
- employ a range of teaching/coaching instruction/facilitation strategies as appropriate;
- demonstrate a reliable and responsible work ethic (punctuality, dress and behaviour to other staff and students/clients);
- work well as part of the agency team and take responsibility for sound individual decision making where appropriate;
- self evaluate the quality of teaching, with a view to being a reflective practitioner throughout one's career. This includes setting and achieving targets for professional development;
- respond appropriately to issues of equality (e.g. gender, social class, disability, ethnicity, religion) by applying principles and practice to promote positive behaviour. This includes the moral and spiritual well being of students/clients;
- encourage students/clients to take initiative and become responsible for their own learning;
- show awareness and understanding of the theory associated with the impact of residential and direct experiences out-of-doors on the personal and social development of participants.

Indicative Reading

- Allison, P. & Telford, J. (2005). Turbulent times: Outdoor education in Great Britain 1993-2003. *Australian Journal of Outdoor Education*, 9(2), 21-30.
- Barton, B. (2007). *Safety, risk and adventure activities*. Padstow: Paul Chapman.
- Beames, S. (2006). Losing my religion: The struggle to find applicable theory. *Pathways: The Ontario Journal of Outdoor Education*, 19(1), 4-11.
- Bradford, J. (2000). From Lyme Bay to Licensing. Retrieved from <http://www.aals.org.uk/lymebay01.html> on June 26, 2008.
- Berman, D., & Davis-Berman, J. (2002). An integrated approach to crisis management in wilderness settings. *Journal of Adventure Education and Outdoor Learning*, 2(1), 9-18.
- Brown, M. (2002). The facilitator as gatekeeper: A critical analysis of social order in facilitation sessions. *Journal of Adventure Education and Outdoor Learning*, 2(2), 101-112.
- Higgins, P. (1998). Of elephant blankets and sieves: Designing a professional body for outdoor education. *Horizons*, 1, 5-9.
- Higgins, P., Loynes, C., & Crowther, N. (Eds.) (1997). *A guide for outdoor educators in Scotland*. Penrith: Adventure Education and Scottish Natural Heritage.
- Higgins, P., & Nicol, R. (Eds.) (2002). *Outdoor Education: Authentic learning in the context of landscapes* (Volume 2). Sweden: Kinda Education Center.
- Honey, P., & Mumford, M. (1986). *Using your learning styles*. Maidenhead: Peter Honey.
- Hopkins, D., & Putnam, R. (1993). *Personal growth through adventure*. London: David Fulton Pub.
- Hovelynck, J. (2000). Recognising and exploring action theories: A reflection-in-action approach to facilitating experiential learning. *Journal of Adventure Education and Outdoor Learning*, 1(1), 7-20.
- HSE. (2006). *Five steps to risk assessment*. Retrieved from www.hse.gov.uk/pubns/indg163.pdf on June 26, 2008.
- Humberstone, B. (2000). The 'outdoor industry' as social and educational phenomena: gender and outdoor adventure/education. *Journal of Adventure Education and Outdoor Learning*, 1(1), 21-35.
- Loynes, C. (1996). Adventure in a bun. *Journal of Adventure Education and Outdoor Leadership*, 13(2), 52-57.
- Martin, B., Cashel, C., Wagstaff, M., & Breunig, M. (2006). *Outdoor leadership: Theory and practice*. Champaign, Il: Human Kinetics.
- Mortlock, C. (1984). *The adventure alternative*. Milnthorpe: Cicerone.
- Nicol, R. (2002). Outdoor education: Research topic or universal value? Part 1. *Journal of Adventure Education and Outdoor Learning*, 2(1), 29-41.
- Nicol, R. (2002). Outdoor education: Research topic or universal value? Part 2. *Journal of Adventure Education and Outdoor Learning*, 2(2), 85-100.
- Raab, N. (1997). Becoming an expert in not knowing: Reframing teacher as consultant. *Management Learning*, 28(2), 161-175.
- Rubens, D. (1999). Effort or performance? Keys to motivated learners in the outdoors. *Horizons*, 4, 26-28.
- Richards, K. (Ed.) (2003). *Self-esteem and youth development*. Ambleside: The Brathay Academy.

Course Organiser

Pete Higgins

Expedition

Rationale

The ability to plan and execute an expedition into an unfamiliar area involves many skills that are of great value to all outdoor education leaders and teachers. Expeditions occupy a central theme in much outdoor education practice, as they offer opportunities for challenge, leadership, teamwork and independence. While journey themes may be predominantly physical, scientific, environmental or personal in nature, they should incorporate the ingredients of adventure, discovery, journeying and working together in a team.

Full time students undertake the expedition during the 3rd term. Part time students normally undertake the expedition during their second year with the full time cohort. This means taking part in planning sessions that are scheduled into the yearly timetable.

Learning Outcomes/Competencies

On completion of the course students will

- demonstrate a familiarity with the place of expeditions in outdoor education programmes and the potential for mounting them;
- show an understanding of the planning practices necessary for the successful organisation of expeditions to local and distant venues;
- have been intimately involved in the planning of an expedition to a location little known to the participants;
- show a practical awareness of environmental issues in the planning and conduct of the expedition;
- have executed the expedition aims safely within the limits of the planning parameters;
- develop appropriate skills in risk assessments appropriate to an outdoor context;
- reflect on expedition experiences and critically analyse achievements.

Indicative Topics

- Conceptualising an expedition appropriate to meet the expectations of the programme and the skills and competencies of the students involved;
- Employing appropriate decision making tactics within the group to ensure equity;
- Use of such an approach during the planning and execution phases of the expedition;
- Use of risk assessment techniques, both for group safety and environmental considerations;
- Self and group assessment techniques appropriate for the review of the expedition;
- Use of review outcomes in preparing the expedition report.
- Technical aspects of report writing.

Teaching and Learning

A staff-led discussion on the planning and execution of the expedition will provide the context for the group to begin the planning phase. Students will then lead the process with staff input only when necessary. Staff will comment on and agree a final plan for the expedition and throughout the process will be mindful of the group process and safety considerations and the intended learning outcomes. The report should be a collaborative effort on the part of all participants.

Assessment

Through discussion there should be critical reflection on experiences with analysis of individual contributions to team performance; the criteria being provided by the learning outcomes. The preparation (by the group) of a full report on the planning and conduct of the expedition which is factual, reflective and creative. Three hard copies and a CD copy of the expedition report are required.

Indicative Reading

- Allison, P. & Higgins, P. (2002). Ethical adventures: Can we justify overseas youth expeditions in the name of education? *Australian Journal of Outdoor Education*, 6(2), 22-26.
- Beames, S. (2004). Critical elements of an expedition experience. *Journal of Adventure Education and Outdoor Learning*, 4(2), 145-157.
- Beames, S. (Ed.) (2010). *Understanding educational expeditions*. Rotterdam: Sense.
- British Standards. (2007). 8848: Specification for the provision of visits, fieldwork, expeditions, and adventurous activities, outside the United Kingdom. London: BSI.
- Gair, N. (1997). *Outdoor education: Theory into practice*. London: Cassell.
- Hogan, R. A. (1992). The natural environment in wilderness programmes playing field or sacred space? *Journal of Adventure Education and Outdoor Leadership*, 9(1), 25-31.
- Hopkins, D. & Putnam, R. (1993). *Personal growth through adventure*. London: David Fulton.
- Hunt, J. (1990). *In search of adventure*. Guildford: Talbot Adair Press.
- Kaplan, S. & Talbot, J. F. (1983). Psychological benefits of a wilderness experience. In I. Altman & J. Wohlwill (Eds.), *Human behaviour and environment: Advances in theory and research* (pp. 163-205). New York: Plenum Press.
- Kennedy, A. (1992). *The expedition experience as a vehicle for change in the inner city*. Penrith: Adventure Education.
- Miles, J. (1987). Wilderness as a healing place. *Journal of Experiential Education*, 10(3), 4-10.
- Muir, J. (1980). *Wilderness essays*. Salt Lake City: Peregrine Smith Books.
- Winser, S. (Ed.) (2004). *Expedition handbook*. London: Profile books.
- Young Explorers Trust. (2002). *Safe and responsible expeditions*. London: Royal Geographic Society.

Course Organiser

Simon Beames

Optional Courses

All students on programmes run by the Outdoor Education section are welcome to participate in the below options. However, it must be emphasised that for Postgraduate Diploma Outdoor Education students the options below can only be chosen *in addition* to the required four outdoor activity courses described above. Postgraduate Diploma students in particular are advised to weigh up carefully the extra time involved in participating in extra practical courses during what is already a very busy timetable.

While we make every effort to offer the extra options we can only do so if there is sufficient student demand. Please contact the PDP Coordinator if you are interested in taking an optional course

Alpine Skiing

Rationale

Although it is difficult to determine the "most popular" outdoor activity, there is no doubt that over 50,000 people are regular skiers in Scotland and that skiing ventures are arranged through the majority of Scottish Secondary Schools. The alpine ski course normally takes place in either Tignes or Val d'Isere, France. The costs are approximately £500. This course runs in March and takes place over 10 days (including coach travel). Accommodation is self-catered on this course and so food costs are additional to the figures given above.

Learning Outcomes/Competencies

On completion of this Course each student will:

- LO1 be able to ski with sound technique and control on terrain appropriate to their ability and experience;
- LO2 understand basic techniques in downhill skiing;
- LO3 show an understanding of the physical and climatic factors which influence the safety and comfort of skiers;
- LO4 be able to recognise and explain the feature and functions of safe and well designed clothing and equipment;
- LO5 be able to carry out basic maintenance of equipment;
- LO6 demonstrate an understanding of how an informed person may assist in the leadership of groups in developed ski areas.

Indicative Content

- Introduction to ski equipment and skiing; basic manoeuvres on skis; control and turning; use of lifts; appreciation of slope angles and snow condition; experience of travelling on varied slopes.
- Altitude, climate and weather, snowfall and snow conditions; the relationship between snow conditions and the performance of skis.
- Skis, boots and sticks; design, function, safety and maintenance.
- Clothing; mountain hazards in developed ski areas; prevention of hypothermia, frostbite, sunburn and snowblindness.
- An introduction to the pleasures and problems of introducing inexperienced groups to skiing. Assisting as a leader.

Teaching and Learning

Practical work supplemented by discussion and videographic material. Students wishing to pursue qualifications such as Ski Leader (Snowsport Scotland) or Ski Instructor (British Association of Snowsport Instructors) will be advised of their progress in relation to these awards.

Indicative Reading

BASI (2001). *The basi manual*. Aviemore: BASI.

BASI (2004). *The basi alpine manual*. Aviemore: BASI.

BASI DVD - beginner to intermediate. (A range of BASI DVDs are available in the library, including 'Skiing Skills')

Chapman, S. (n.d.). *Pock'it instructor*. ISBN 9780954934804

Gallwey, W. T. & Kriegel, R. (1997). *Inner skiing*. New York: Random House.

Langmuir, E. (1995). *Mountaineering and leadership: A handbook for mountaineers and hillwalking leaders in the British Isles*. Edinburgh/Manchester: Scottish Sports Council; Mountain Leader Training Board.

LeMaster, R. (1999). *The skiers edge*. Leeds: Human Kinetics.

Roschinsky, J. (2003). *Carving: Fascination on skis*. Oxford: Meyer & Meyer Sport.

Smith, Phil. 'Snowworks' DVD - 'Ultimate Control' and 'Ultimate Terrain'.

Smith, W. (2006). *Go ski*. London: Dorling Kindersley.

Tate, D. (2007). *Parallel dreams alpine skiing*. Ireland: Parallel Dreams.

Course Organiser

Andrew Maile

Norway Ski Tour

Rationale

Nordic skiing was the original form of skiing when skis were used simply as a means of effective travel over snow. The Free-heel Skiing course takes place in Norway and comprises a multi-day journey between mountain huts using nordic touring skis. The course lasts 8-9 days, including travel. In 2010, the overall cost per person was approximately £700. While prior experience of nordic skiing is not required, basic and reliable alpine skiing skills are needed; longer skis, boots with minimal support, ungroomed terrain, and a 10kg rucksack all conspire to destabilise a skier!

Learning Outcomes/Competencies

On completion of this course each student will:

- LO1 be able to demonstrate sound basic nordic skiing techniques in ascent, on the flats, and in descent.
- LO4 show an understanding of the physical and climatic factors which influence the safety and comfort of participants;
- LO6 be able to plan their own personal ski tour at a level in keeping with their proficiency and experience;
- LO7 understand the Norwegian cultural context of travelling in the mountains (e.g. the hut system, The DNT (trekking association), concepts of *friluftsliv*).

Indicative Content

- Introduction to nordic ski equipment and skiing: basic manoeuvres on skis, efficient touring technique, and specific skills such as skinning and telemark turning.
- Skis, boots and poles: design, function, safety and maintenance, waxless vs. waxable ski bases.
- The mountain hut system and the DNT
- Friluftsliv and Norwegian cultural perspectives
- Discussion and practice of expedition group management

Teaching and Learning

Practical work supplemented by discussion.

Indicative Reading

Parker, P. (2002). *Free-heel skiing: Telemark and parallel techniques for all conditions*. London: Diadem.

O'Bannon, A., & Clelland, M. (1998). *Allen & Mike's really cool telemark tips*. Kingwood: Falcon.

Henderson, B., & Vikander, N. (2007). *Nature first: Outdoor life the friluftsliv way*. Toronto: Natural Heritage.

Temper, B. (2007). *Staying alive in avalanche terrain*. Seattle: The Mountaineers.

Volken, M., Schell, S., & Wheeler, M. (2007). *Backcountry skiing: Skills for ski touring and ski mountaineering*. Seattle: The Mountaineers.

Course Organiser

Simon Beames

Appendix Three

Detailed Descriptors for Outdoor Environmental and Sustainability Education Pathway (Academic)

The OESE pathway shares the following courses with the OE pathway and detailed course descriptors for these shown in the table below are already provided in Appendix One

1. Outdoor Environmental Education: Concept-Based Practice EDUA11117
2. Interpreting the Landscape EDUA11119
3. Ecology and Field Studies EDUA11120
4. Professional Practice and Experiential Learning EDUA11242
5. The Sources of Knowledge: Understanding and Analysing Research REDU11046

The following courses complete the OESE pathway and detailed course descriptors are provided here.

6. Education for Environmental Citizenship EDUA11215
7. A choice from: <ul style="list-style-type: none">• Community Building & the Social Context of Outdoor Education EDUA11118 (already provided above)• Human Dimensions of Environmental Change and Sustainability (HD of EC and S) PGGE11130• Principles of Environmental Sustainability (PES) PGGE11060

1. Course Title: Education for Environmental Citizenship EDUA11215

2. Rationale

There is evidence that educators find it difficult to nurture long-standing identities of environmental citizenship with learners. This is an important problem facing responses to issues of ecological crises/sustainability. The problem can be analysed positively through at least two perspectives: the supposed development of identities of environmental citizenship; and the limitations on the educator in socio-cultural and institutional settings. This course will offer ideas for reflection among practitioners who are interested in environmental, outdoor and sustainability education. The central ideas will include: (a) critical reflection on the nature of experience, the nature of identity, and the relationship between the two; (b) the resulting problem of nurturing identities in general ('education for') and nurturing identities of environmental citizenship in particular; (c) recognition of wider social and institutional limitations on the possibility of an education for environmental citizenship.

To assist with this reflection, we will engage in narrative enquiry and in the critical evaluation of case studies of pedagogy for environmental citizenship.

3. Prior Requirements/Place in sequence of study

No prior requirements. Semester 2.

4. Learning Outcomes

1. Articulate and evaluate contested concepts of environmental citizenship and identity in late modernity
2. Critique a range of approaches to interrogating environmental identity and its sources, and critique related published research
3. Plan, execute and evaluate a narrative enquiry, and reflect on being a participant in such an enquiry
4. Plan and evaluate learning experiences that are informed by concepts of environmental citizenship and identity
5. Critically contextualise their own and others' practices in the socio-cultural and institutional fields that inform the development of education for environmental citizenship
6. Evaluate a range of case study pedagogies for environmental citizenship in the light of the above

5. Teaching, Learning & Assessment Strategies

The course will involve lectures, small group and whole-group discussions [20 hours]. Much of this will be based on prescribed reading that must be completed in advance. There will be one outdoor visit. Course members will be expected to contribute actively and to apply their professional experience to the issues under consideration. Students will also be expected to complete additional background reading and independent study in order to meet the level required to complete the course successfully.

6. Indicative Content

- The contested concepts of the citizen and the environmental citizen
- Theories of identity in late modernity
- The problems of interrogating or educating for identity
- Extending identity to the environment: models of the relationships between nature and identity (including eco-psychology, deep ecology, biophilia, Significant Life Experiences)
- Planning and using the urban outdoors for environmental citizenship
- Narrative inquiry and identity in late modernity
- Issues underpinning the implementation of environmental and citizenship education 1: the purposes and institutions of state and informal education
- Issues underpinning the implementation of environmental and citizenship education 2: contested theorizations of young people and learners
- Possible pedagogies for environmental citizenship

7. Assessment

Assessment will be by 1 x 4,000 word research assignment based on a narrative enquiry and evaluation of it. This covers LO 1-3 & 5. [100 hours]

Education for Environmental Citizenship Assignment

The Narrative Inquiry

Narrative Inquiry is a wide area of research methods, including life history and (auto-) biographical research. The assignment falls into this broad area but it is quite open. It is an exploration of an individual's environmental citizenship from the perspective of their lived experience (as related to you in an interview). The aspect of environmental citizenship that you wish to pursue is up to you and will also depend on your choice of interviewee.

The output of your enquiry will be a 4,000-word report containing five major "accounts". But the structure of the report is up to you and the various accounts are interlinked. The accounts are:

1. An introductory account setting out the area of inquiry and the methods – an account of your intentions and actions and an evaluation of the validity of your study (validity is discussed in many research methods books and is a central issue in narrative inquiry).
2. As rich an account as possible of someone else's lived experience of some aspect of environmental citizenship
3. An account of the wider meanings and social significance that might be drawn from 1 & 2
4. An account of what you have learned in terms of the possibilities of "educating for" the chosen aspect of environmental citizenship

Resources and Timetable

To undertake this work, you will need:

- An adult (>18yrs) volunteer subject who is willing to discuss their lives with you (see "ethics" below before approaching any potential subjects)
- An area of "environmental citizenship" that interests you (such as domestic environmental behaviour, activism, belief structures, formal education, the role of outdoor experiences...) and which is relevant to your volunteer. The course readings contain many ideas.

The assignment will be a limited narrative inquiry, and you should aim to base it on:

- A diary that you keep throughout the assignment, to record your thoughts and responses to what you have read and heard. You should start keeping this now.
- One (or at most two) interview(s) with the subject (perhaps one main interview and one subsequent discussion of your written understanding of what was said)

There will be time for some discussion of this during the first teaching block. One of the pre-readings for that block is about narrative inquiry.

Try to complete the interviewing stage before the second teaching block of the course. We will have some time here to discuss progress and next steps.

The completed account should be submitted by the published submission date and is subject to the standard programme rules and marking criteria.

Suggested approach

Narrative inquiry is a very open inquiry framework and what follows are only suggestions

1. Try to get an idea of the range of narrative inquiry techniques and the issues associated with narrative inquiry methodology and the kinds of claims that can be made from narrative inquiry
2. Think of some *initial* research questions or puzzles focused on the "lived experience of environmental citizenship" in the area that interests you (these questions are likely to change). These can be loose questions, such as "what personal environmental behaviours does the subject perform?", "why does s/he do this?", "did education have anything to do with it?", "what else explains it?".
3. Even at this early stage of forming research questions, the tension between the individual, context-specific (auto-) biographical experience and its possible wider social significance should be clear. You should have started keeping your own diary of your struggle with the research problem (at 1 in this list).
4. Design a short (< 1 hr) semi-structured interview. There are many "methods" books that discuss interview methods. You should aim to cover your research questions but have lots of scope to be able to pursue avenues that emerge. Start with simpler questions. You should only have 2 or 3 more substantive ones: an hour is a short time in this kind of interview and you should not impose on your subject more than you said you would. Remind yourself to thank your volunteer and explain what you are going to do next.
5. Interview your subject. Some people like to record interviews (with informed consent, which largely involves explaining what it is for and who will hear the recording and when it will be deleted). Others prefer to take notes. Transcribing (typing out) a recorded interview is too lengthy a process to be worth doing for this assignment, however repeatedly listening to a recording might help to make sense of any notes you take.
6. Try to analyse both your interview notes, reading notes and research diary in terms of themes or patterns that emerge (or exceptions to them) and that seem pertinent to your research questions/puzzles. If you find much more interesting (relevant) issues emerging then consider changing the focus of your investigation but record the fact that you are doing so.
7. In writing up your report (see above) give consideration to the different "voices" that are involved in the study. At any given point, try to be clear about who is talking about who.

Ethics

It is assumed that your study will not require ethical approval, however:

- **Your subject must not be identifiable by a reader of your assignment.**
- Before starting you must review the Research Support Office information and the BERA Research Ethics Guidelines, which can both be found through this link:
<http://www.education.ed.ac.uk/research/rso/staff-students.html>
- If you are in any doubt about the ethics issues of your plans you should discuss these with the Course Organiser, preferably *before* approaching a subject.
- For this assignment you should not be planning a study that may be potentially problematic in that it may incorporate an inherent physical or emotional risk to participants (yourself and others).

References relating to Narrative Inquiry

References relating to areas of environmental citizenship are available elsewhere in your course materials. There are numerous references to narrative and life-history inquiry available: try using the Library's Aquabrowser, E-Journals and also Google Scholar, all of which are available through MyEd. Discussion of interview technique can be found in almost any social science "methodology" texts.

CLANDINNIN, D. J. & CONNELLY, F. M. (2000) *Narrative Inquiry. Experience and Story in Qualitative Research*, San Francisco, Jossey-Bass.

GOODSON, I. & SIKES, P. (2001) *Life History Research in Educational Settings. Learning from Lives*, Maidenhead, Open University Press.

SFARD, A. & PRUSAK, A. (2005) Telling Identities: In Search of an Analytic Tool for Investigating Learning as a Culturally Shaped Activity. *Educational Researcher*, 34, 14-22.

SCHUSLER, T. M. (2009) Developing citizens and communities through youth environmental action. *Environmental Education Research*.

BELL, A. (2003) A narrative approach to research. *Canadian Journal of Environmental Education*, 8, 95-110.

CLANDINNIN, D. J., PUSHOR, D. & ORR, A. M. (2007) Navigating sites for narrative inquiry. *Journal of Teacher Education*, 58, 21-35.

HART, P. (2002) Narrative, knowing, and emerging methodologies in environmental education research: issues of quality. *Canadian Journal of Environmental Education*, 7, 140-165.

HART, P. (2008) What comes before participation? Searching for meaning in teachers' constructions of participatory learning in environmental education. IN REID, A. (Ed.) *Participation and learning. Perspectives on education and the environment, health and sustainability*. Springer.

MCKENZIE, M. (2005) The 'post-post period' and environmental education research. *Environmental Education Research*, 11, 401-412.

BARRETT, M. J. (2007) Homework and fieldwork: investigations into the rhetoric-reality gap in environmental education research and pedagogy. *Environmental Education Research*, 13, 209-233.

PLUMMER, K. (1983) *Documents of life. An introduction to the problems and literature of a humanistic method*, London, George Allen & Unwin.

8. Assessment Performance Criteria

School of Education Postgraduate Common Marking Scheme

9. Indicative Reading

(a) Please read and consider these five readings **before the course begins**. This can be hard work [20 hours]. Aim to read, re-read, use dictionaries, and list only the major points that you think the authors are making.

Clayton, S. & Opatow, S. (2003) 'Introduction: Identity and the Natural Environment' IN Clayton, S. & Opatow, S. (Eds.) *Identity and the natural environment: the psychological significance of nature*, London: MIT Press, p. 1-24

Hayes-Conroy, J. & Vanderbeck, R. (2005) Ecological identity work in higher education: theoretical perspectives and a case study, *Ethics, Place and Environment*, 8(3): pp. 309-329.

Chase, S.E. (2005) 'Narrative inquiry, multiple lenses, approaches, voices', IN N.K. Denzin & Y.S. Lincoln (Eds) *The Sage Handbook of Qualitative Research. Third Edition*, London: Sage Publications, p. 651-679 (especially p.656 onwards: 'Contemporary Narrative Inquiry')

Giddens, A. (1991) *Modernity and Self-Identity. Self and Society in the Modern Age*, Cambridge: Polity Press, p. 10-34 ('1. The Contours of High Modernity')

Jacobson, S.K., McDuff, M.D. & Monroe, M.C. (2006) *Conservation Education and Outreach Techniques*, Oxford: Oxford University Press, p. 63-84 ('3. Changing Conservation Behaviours')

(b) Please read and consider the following four readings **before the second block of the course** [20 hours]. (Note that significant steps towards the completion of the assignment should be undertaken in this inter-block time also).

Parker, J., Wade, R. and Atkinson, H. (2004) 'Citizenship and Community from Local to Global: Implications for Higher Education of a Global Citizenship Approach' IN J. Blewitt & C. Cullingford (Eds.) *The Sustainability Curriculum. The Challenge for Higher Education*, London: Earthscan, P. 63-77

Hicks, D.W. (2006) *Lessons for the Future. The missing dimension in education*, Oxford: RoutledgeFalmer, p.26-39 ('Chapter 3. A lesson for the future. Young people's concerns for tomorrow')

James, A., Jenks, C. & Prout, A. (1998) *Theorizing Childhood*, Cambridge: Polity Press, p. 3-34 ('Part I. Imagining Childhood')

Stevenson, R.B. (1987) 'Schooling and environmental education: Contradictions in theory and practice', IN I. Robottom (Ed) *Environmental Education: Practice and Possibility*, Victoria: Deakin University Press.

(c) Students are expected to undertake wider reading as part of their studies [40 hours]. Examples of the kinds of relevant material that may be of interest are as follows:

Identity, environmental citizenship and modernity

- Abram, D. (1996) *The Spell of the Sensuous. Perception and Language in a More-Than-Human World*, New York: Vintage Books.
- Bauman, Z. (2007) *Liquid times. Living in an age of uncertainty*, Cambridge: Polity Press.
- Beck, U. (1992 [1986]) *Risk Society. Towards a New Modernity*, London: Sage Publications.
- Dobson, A. & Bell, D. (Eds.) (2006) *Environmental Citizenship*, Cambridge, MA: MIT Press.
- Dobson, A. & Bell, D. (Eds.) (2006) *Environmental Citizenship*, Cambridge, MA: MIT Press.
- Fox, W. (1995) *Toward a Transpersonal Ecology. Developing New Foundations for Environmentalism*, Totnes: Green Book.
- Kahn P. Jr. & Kellert, S. (Eds.) (2002) *Children and Nature. Psychological, Sociocultural and Evolutionary Investigations*, Cambridge, MA: MIT Press.
- Milton, K. (1993) (Ed) *Environmentalism. The View from Anthropology*, London, Routledge
- Roszak, T. (2001 [1992]) *The Voice of the Earth*, Grand Rapids: Phanes Press.
- Roszak, T., Gomes, M.E. & Kanner, A.D. (Eds.) (1995) *Ecopsychology: Restoring the earth, healing the mind*, San Francisco: Sierra Club Books.
- Wilson, E.O. (2001) *The Diversity of Life. New Edition*, London: Penguin Books (especially 'Chapter 15. The Environmental Ethic)

Interrogating identity and environmental citizenship in modernity

- Beames, S. (2005) Expeditions and the social construction of the self, *Australian Journal of Outdoor Education*, 9(1): pp. 14-22.
- Payne, P. (1999) The significance of experience in SLE research, *Environmental Education Research*, 5(4): pp. 365-381 (but see also other articles in this issue)
- Stroobants, V. (2005) Stories about learning in narrative biographical research, *International Journal of Qualitative Studies in Education*, 18(1): pp. 47-61.

Social and institutional limitations on education for environmental citizenship

- Plumwood, V. (2002) *Environmental Culture. The Ecological Crisis of Reason*, Abingdon: Routledge.
- Ross, H. (2007) Environment in the curriculum: representation and development in the Scottish physical and social sciences, *Journal of Curriculum Studies*, 39(6): pp. 659-677.
- Ross, H., Higgins, P. & Nicol, R. (2007) Outdoor study of nature: teachers' motivations and contexts, *Scottish Educational Review*, 39(2): pp. 160-172.

Practices and pedagogies of education for environmental citizenship

Hart, R. (1997) *Children's Participation. The theory and practice of involving young citizens in community development and environmental care*, London, UK: Earthscan.

Slattery, P. (2006) *Curriculum Development in the Postmodern Era. Second Edition.*, New York: Taylor and Francis Group.

Stone, M. & Barlow, Z. (Eds.) (2005) *Ecological Literacy. Education our children for a sustainable world*, San Francisco: Sierra Club Books.

Weil, Z. (2004) *The Power and Promise of Humane Education*, Canada: New Society Publishers.

10. Course Co-ordinator

Dr Hamish Ross

11. Credit Rating

20 SM (Scottish Masters) Level Credits

1. Course Title: Principles of Environmental Sustainability PGGE11060

2. Rationale

The course is intended for students from any discipline interested in gaining a broad and holistic understanding of sustainable development. It is particularly suitable for students wishing to work in government, local authorities, environmental consultancy, environmental NGOs or education.

The course is designed to explore the potential of 'sustainable development' to overcome the environmental and social challenges facing humanity in the 21st century. By examining key drivers such as population growth, market economics, technological innovation, consumption patterns and public attitudes, the course investigates the complex causes of current global concerns. The promise of sustainable development as a way forward is assessed by examining the application of its core principles. Those considered include: environmental protection; equity within and between generations; the precautionary principle; the polluter pays principle; public participation in governance; and policy integration. The variety of viewpoints on questions of sustainability is emphasised through the discussion of controversies and case studies. The course encourages a strongly interdisciplinary approach to the understanding of sustainable development and seeks to foster critical thinking and debate. For full information on the content of the course, see: <http://xweb.geos.ed.ac.uk/~sallen/pes/>

3. Prior Requirements/Place in sequence of study

No prior requirements. Semester 1

4. Learning Outcomes

- enhanced understanding of the evolution of sustainable development and its contested meanings
- appreciation of the core principles of sustainable development
- increased capacity for critical assessment of arguments related to sustainability
- broader interdisciplinary perspective and greater ability to link different areas of knowledge
- wider and deeper engagement with relevant literatures
improved essay writing skills

5. Teaching, Learning & Assessment Strategies

Coursework: 2000-word essay, a critique of part of Bjorn Lomborg's book 'The Skeptical Environmentalist' (50% of course mark). Students will be offered the opportunity to submit a draft outline for comment. Feedback on the draft will be provided at least two weeks before the deadline for the full essay.

Examination: students answer two one-hour essay questions, from a choice of five (each answer is worth 25% of course mark); examination to be held during semester 1 exam period (week 12 or week 13).

6. Indicative Content

To be advised during Course.

7. Assessment

Coursework assessment (50%). Exam (50%). Main Exam Diet S1 (December).

8. Assessment Performance Criteria

Performance criteria to be advised during Course.

9. Indicative Reading

The books listed below introduce many of the important ideas, issues, arguments and case studies that will be encountered.

Dresner (2002), McNeill (2001) and Beder (2006) are particularly relevant to this Course. O'Riordan (2000) and Middleton (2003) are wide-ranging general environmental science texts, which contain information relevant to the core and some other courses.

Beder, S. (2006). Environmental Principles and Policies. An Interdisciplinary Introduction. Earthscan, London. ISBN: 1844074048.

Dresner, S. (2002). The Principles of Sustainability. Earthscan, London. ISBN: 185383842X. <http://shop.earthscan.co.uk/> [search for ISBN]

O'Riordan, T. (2000). Environmental Science for Environmental Management. 2nd Edition, Prentice Hall, London. ISBN: 0582356334. <http://vig.pearsoned.co.uk/catalog/academic/product/0,1144,0582356334,00.html>

McNeill, J.R. (2001) Something new under the sun: an environmental history of the world in the 20th century. W.W. Norton & Company, New York. ISBN: 0393321835. <http://www.wwnorton.com/catalog/spring01/032183.htm> Penguin, London. ISBN: 0140295097. <http://www.penguin.co.uk/nf/Book/BookDisplay/0,,9780140295092,00.html>

Middleton, N. (2003). The Global Casino: An Introduction to Environmental Issues. 3rd Edition, Arnold, London. ISBN: 0340809493. <http://www.hodderheadline.co.uk/index.asp?url=bookdetails.asp&book=40784>

10. Course Co-ordinator

Simon Allen MA, PhD GeoSciences (CECS), Crew 122 (650) 7215
Email: Simon.Allen@ed.ac.uk

11. Credit Rating

20 SM (Scottish Masters) Level Credits

**1. Course Title: Human Dimensions of Environmental Change and Sustainability
PGGE11130**

2. Rationale

The course will provide an introduction to a range of important environmental change issues from a human and societal perspective. This will provide students with the necessary background to understanding the policies, politics, governance and ethics, and the human decision processes that underpin environmental change. The course will adopt a thematic approach covering the following issues:

- climate change and energy;
- agricultural production and world food trade;
- land use and land cover change, ecosystems and biodiversity;
- land degradation and desertification;
- urban development and sustainable cities;
- water resources and quality.

3. Prior Requirements/Place in sequence of study

No prior requirements. Semester 1

4. Learning Outcomes

- insight into real world environmental change issues.
- ability to critically appraise the arguments surrounding such issues and be able to communicate to others the reasons for and against a particular course of action in response to different environmental problems.
- ability to use library and other desk-based sources of information in understanding these issues and in supporting their arguments.

5. Teaching, Learning & Assessment Strategies

To be advised during Course

6. Indicative Content

To be advised during Course.

7. Assessment

Coursework assessment (50%). Exam (50%). Main Exam Diet S1 (December).

8. Assessment Performance Criteria

Performance criteria to be advised during Course.

9. Indicative Reading

Middleton, N. (2003). *The Global Casino: An Introduction to Environmental Issues*. 3rd Edition, Arnold, London. ISBN: 0340809493.

IPCC (2007). *IPCC Summary for Policy makers*, Cambridge University Press.

(www.ipcc.ch/pdf/assessment-report/ar4/syr/ar4_syr_spm.pdf)

Roberts & Thumin (2006). *A Rough Guide to Personal Carbon Trading*. Centre for Sustainable Energy, DEFRA (Nov 06).

Scrase, I. & Ockwell, D. (2009). 'Energy Issues: Framing and Policy Change', ch.3 in I Scrase & G MacKerron (eds.), *Energy for the Future: A New Agenda*, Palgrave, Basingstoke.

Galloway, J.N., Townsend, A.R., Erisman, J.W., Bekunda, M., Cai, Z., Freney, J.R., Martinelli, L.A., Seitzinger, S.P. Sutton, M.A. (2008). Transformation of the Nitrogen Cycle: Recent Trends, Questions, and Potential Solutions. *Science*, 320, 889-892

Reay, D.S., Dentener, F., Smith, P., Grace, J. and Feely, R.A. (2008). Global nitrogen

deposition and carbon sinks. *Nature Geoscience*, in press
O'Meara, M. (1999). Exploring a New Vision for Cities. In: *State of the world 1999 - a Worldwatch Institute Report on Progress Toward a Sustainable Society*. Chapter 8, pp. 133-150. Norton & Company, New York.
Palumbi, S.R., et. al. (2008). Ecosystems in Action: Lessons from Marine Ecology about Recovery, Resistance and Reversibility. *Bioscience* 58, 1
Jackson, J.B.C., et. Al. (2001). Historical over-fishing and the recent collapse of coastal ecosystems. *Science*, 293, 27 July 2001.

10. Course Co-ordinator

Prof Mark Rounsevell

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11. Credit Rating

20 SM (Scottish Masters) Level Credits

The sources of knowledge: Understanding and analysing research literature

Research Course 1 10 credits Level 11

Course Code: REDU11046 SV1

Welcome to this 10 credit masters level course which is aimed to introduce you to research in the school of education and to help you to understand, analyse and interpret research papers that you will read while studying.

The course content is offered on line so you can access it at times that are convenient for you. Following watching, listening or reading the course content for each of the five sessions you are then required to read chapters and/or journal papers which are listed in this booklet. These readings are used to inform discussions, activities and tasks in the workshops that are either in person or on line depending on your programme of study and individual learning needs. The course covers five main areas which are supplemented by case study interviews:

1. What is educational research?
2. Historical developments of educational research
3. From research question to design
4. Analysis and discussion
5. The politics and claims of research

To complete the course successfully you will need to complete the above work, complete around 65 hours of individual work such as reading and complete the assignment (approximately a further 20 hours).

In addition to the course you will find a self directed resource called '*Information research skills*' which is available on web ct. This will help you to use the library resources effectively and make the most of your time studying in the school. Reference to these materials is also made in the post graduate generic handbook that you received electronically at the beginning first semester.

We hope that you enjoy the course and learn through it. Experience has shown that when students read and engage with course materials, staff and, in particular, workshops they gain the most from courses. If you have questions after reading this course booklet and accessing materials please contact your workshop tutor.

Course Rationale and focus

This course reflects the need for students to understand fundamental concepts that underpin research in order to be able to critically evaluate the quality and value of the research discussed throughout their programme of study. This course will explore how differing paradigms of research are reflected in research articles and publications. This will involve introducing students to contrasting genres of scholarly writing and to the research paradigms which underlie and inform the approaches taken in specific studies. Students will gain experience of undertaking some small scale data collection and preliminary analysis in order to understand, through primary experience, the practical challenges of undertaking rigorous research.

Throughout the course the need to develop well-principled grounds for, and practices in, the interpretation of research articles and publications will be fore-grounded. Students will be made aware of the diversity of approaches taken and purposes pursued within the educational literature and the need therefore to remain alert to the fact that a 'one-size' approach might not be appropriate as they read and engage critically with different genres of writing.

The course will also highlight the importance of judging an article both in its own terms and within the wider context of scholarly debate and practice. In addition, the course sets out to frame students' engagement with different types of texts encountered in research on policy and practice within current debates concerning how research ought to be judged. The course will also require students to reflect on how the understandings and skills they are gaining can be deployed in their own studies.

Learning objectives

By the end of the course students will be able to:

1. demonstrate critical awareness of current debates concerning the purposes and interpretation of educational research;
2. evaluate strengths and weaknesses of different research paradigms and philosophies with reference to their own professional setting;
3. demonstrate understanding and skills in the analysis, evaluation and interpretation of specific forms of educational writing;
4. collect data with consideration for issues of data management, generalisability and trustworthiness.

Assessment

1 x 2000 word analytical review of either two or three journal papers evaluating the methodology used and the arguments that the authors are making. Be analytical in your writing: i.e. highlight positive aspects of the work and problematic areas. The task is to analyse differences and similarities of approach taken by the authors. It is not necessarily to find two articles which present opposing points of view and compare them. Support your statements with references, examples and clear logical thought.

Course Texts

This course is one of a series of three research courses. The course organiser suggests that students consider purchasing the following texts in addition to the variety of resources that are available in the library. Some of these texts are published in multiple editions – the most recent editions are preferable. Students are also advised to access texts and papers in the reading list at the end of this booklet, suggestions from the workshop tutor and other resources available in the library.

For *The Sources of Knowledge* the main text will be: Bechhofer, F. & Paterson, L. (2000). *Principles of research design in the social sciences*.

London: Routledge. However, the course will also draw on the following two books that are course texts for

Conceptualising Research and *Research Methods: Planning Research*. Pring, R. (2000).

Philosophy of educational research. London: Continuum. Thomas, G. (2009). *How to do your research project*. London: Sage.

Students who are using English as a second language (ESL) are advised to read: Brandt, C. (2009). *Read, research and write: Academic skills for ESL students in higher education*. London: Sage study skills.

The Teachability website can be found on the School of Education website under 'current students and staff'.

Prior to submitting your assignment it may be helpful to ask yourself the following questions.

1. Is the writing clear and easy to follow?
2. Does the paper consider any ethical issues?
3. Is the paper written in a non-sexist and non-racist language?
4. Does the paper sufficiently address the questions / issues identified in the question and by the author(s)?
5. Are the conclusions and interpretations credible?
6. Is the message clear and precise?
7. Are the references timely and relevant without any omissions?
8. Does the abstract accurately describe the content of the paper?

Reading List

Students are not expected to read all of the texts in the list below as many cover the same or very similar topics. If you cannot locate one of the books look to an alternative on the list or similar books not listed but available in the library.

- Bryman, A. (2001) *Social research methods*. Oxford: University Press.
- Cohen, L. & Manion, L. (2000). *Research methods in education*. London: Routledge.
- Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. London: Sage.
- Denzin, N. K. & Lincoln, Y. S. (2002) (Eds.). *The qualitative inquiry reader*. London: Sage.
- Fielding, J. & Gilbert, N. (2006). *Understanding social statistics*. London: Sage.
- Flick, U. (2002). *An introduction to qualitative research*. (2nd Ed.). London: Sage.
- Golden-Biddle, K. & Locke, K. D. (1997). *Composing qualitative research*. London: Sage.
- Gorard, S. (2001). *Quantitative methods in educational research*. London: Continuum.
- Greenhalgh, T. (2001). *How to read a paper. The basics of evidence-based medicine*. (2nd edn.) London: BMJ.
- Hammersley, M. (ed). (1998). *Reading ethnographic research*. (2nd Ed.) London: Longman.
- Hammersley, M. (ed.) (2007). *Educational research and evidence-based practice*. London: Open University / SAGE.
- Hart, C. (1998). *Doing a literature review*. London: Sage.
- Nutley, Sandra M., Walter, I & Davies, H.T.O. (2007). *Using evidence: How research can inform public services*. Bristol : Policy Press.
- Ozga, J. (2000). *Policy research in educational settings: Contested terrain*. Buckingham: Open University Press.
- Pawson, R. & Tilley, N. (1997). *Realistic evaluation*. London: Sage.
- Phelan, P. & Reynolds, P. (1996). *Argument and evidence: Critical analysis for the social sciences*. London: Routledge.
- Robson, C. (2002). *Real world research*. Oxford: Blackwell.
- Scott, D. (2000). *Reading educational research and policy*. London: Falmer.
- Shacklock, G. & Smyth, J. (1998). *Being reflexive in critical and social educational research*. London: Falmer.
- Walford, G. (ed.) (1998). *Doing research about education*. London: Falmer.

Useful websites

Research Methods Knowledge Base

<http://www.socialresearchmethods.net/kb/index.php>

British Educational Research Association

<http://www.bera.ac.uk/resources-2/>

Scottish Educational Research Association

<http://www.sera.ac.uk/>

European Educational Research Association

<http://www.eera-ecer.eu/>

Social Research Association

<http://www.the-sra.org.uk/>

American Educational Research Association

<http://www.aera.net/>

Appendix Four

Detailed Descriptors for Outdoor Environmental and Sustainability Education Pathway (Professional Development Programme)

Rationale

Whether in an urban greenspace or a remote mountain area, the role of an outdoor educator is one that demands a high standard of personal competency. Programmes based on environmental and sustainability education find much of their learning rooted in practical outdoor activities. While the six academic courses of the OESE programme are designed to introduce theoretical ideas relating to science and education, the two practical weeks (one water-based and the other land-based) are designed to develop these ideas into useful activities which may motivate people to act more sustainably.

The Professional Development Programme is not required for Postgraduate Certificate students, but is required for all Diploma students and, to varying degrees, for Masters students.

Objectives

On completion of the Professional Development Programme students will:

- have completed a five week work placement in an outdoor education centre or equivalent agency;
- have completed two outdoor activity courses and first aid in the outdoors;
- understand the importance of professional competence within outdoor education and be able to articulate the essential role of outdoor experiences contextualised within other outdoor education programme courses.

Learning strategies

A variety of approaches to learning and teaching are used in the Professional Development Programme. Although the two outdoor activity courses are primarily technical in nature (especially Lochs & Rivers), there will be student-led teaching sessions, lectures, and structured discussions (especially Environmental Education in Practice). Specialist teaching input and agency expertise will characterise the professional work placement.

Communication

WebCT is your source for the most up-to-date information about the PDP. Please check it frequently! Finally, don't hesitate to get in touch with me if you have any general queries about the nonacademic part of your programme. If your question is more specific and relates to transport, catering, equipment, and so on, please contact Sam Harrison directly.

Professional Development Programme Coordinator

Dr. Simon Beames
Room 2.21, St. Leonards Land
simon.beames@ed.ac.uk
0131 651 6093

SUBMISSION REQUIREMENTS

Successful completion of the PDP includes, among other things, submitting one individual assignments (the Learning Log) and delivering a short presentation about your placement experiences to colleagues and staff. Also note that the Placement component involves submitting a 150 word description of the host agency.

Learning Log

The Learning Log is an assessed part of the Professional Development Programme. We believe that learning should not be left to chance - it is best done as a deliberate, conscious process. To this end, Postgraduate Diploma students are required to keep a learning log of the outdoor activity courses. The Learning Log template should be downloaded from WebCT, completed, and a hard copy then submitted to the PESLS department office (FAO Sam Harrison) on two occasions. The submission dates are:

Term 1: 12 noon early January.

Term 3: 12 noon late May.

Note that the Logs are an assessed part of the Professional Development Programme and are made available for external validation purposes.

Assessment

On completion of the PDP students will:

- satisfy the specific learning outcomes associated with the land and water-based activity weeks and have engaged fully in the learning experience;
- through the learning log demonstrate a reflective, critical approach to all their learning experiences;
- where appropriate, show evidence that this approach has permeated through and been applied in the assignments for academic courses;
- have received a satisfactory report from the placement agency and the visiting member of university staff;
- have presented a short talk to the rest of the group describing placement experiences. This should include analysis of the success of the agency in meeting its stated learning outcomes etc;
- through the learning log demonstrate an ability to apply knowledge and principles derived from other aspects of the postgraduate programme (and *vice versa*).

LOCHS & RIVERS

Already described in Appendix Two above.

ENVIRONMENTAL EDUCATION IN PRACTICE

Rationale

Outdoor environmental education has the potential to provide experiences which develop understandings of human-nature inter-relations and practices which contribute to more sustainable ways of living. But how in might this happen, and how might you as an educator know if it has been successful? Why go to this place to run an activity, as opposed to another? What do you do when you get to your chosen venue, and how do you approach these activities?

Understanding the landscape we work in, its multiple uses and the different approaches to experiencing 'places,' implies a broadening of the concept of environmental education and an examination of the pedagogical benefit of developing human-ecological connections. Environmental theorists argue that we have become 'placeless' and link this to lack of concern and responsibility for the well-being of the places around us (while we might be concerned about *global* climate change). Equally, they argue that learning how conceptual understandings are contextualized in concrete examples, what the food chain is *here*, can bring learning into participants' lives. 'Place-based education' is a new field in environmental education and with it comes many questions: what size of 'place' are we talking about, where is it, and what connects the place we learn with the places we live? 'Place' is also widely researched, psychologically, geographically and anthropologically, and drawing on this research and theory has implications for a 'place-based practice.' What are the tensions between traditional understandings of place, and a modern globalized world? If, as is commonly theorized, 'place' is a dynamic co-created 'process,' how do we go about teaching 'in,' 'about' or 'for' places? This course aims to model various possible approaches to learning about sustainability in a specific venue, these will cover different subject matter: geography, ecology, history, and different methods: experiential, collaborative, and investigative. Equally we will engage in different ways of recording or expressing the experiences: journaling, story-telling, discussions and other creative forms. Students will be asked to run a session during the course. Linking this approach to multiple 'ways of knowing,' and the participative ontology implied by theories of place brings another set of questions: how do we interact with relevant theories, and what are the limitations of these conceptual understandings?

Learning Outcomes

On completion of this course students will have:

- engaged both experientially and critically in various activities to connect with and understand a specific landscape;
- discussed ideas of 'connection,' 'place,' 'environment' and 'landscape,' and have had the opportunity to run a short session around these elements;
- critically discussed the success, effectiveness and transformative potential of environmental activities using the course exercises as examples;
- explored issues of validity, fit and praxis with regards to theories of environmental education and 'place';
- developed an understanding of the limitations of place-based practices, collaborative approaches and the challenges to facilitators posed by environmental education.

Indicative Content

This course will be camp based, exploring a locale (TBC) in the highlands. It will include discussion, reading, and 'solo' time. We will approach the issues through modeling possible activities (both from the course organiser's 'toolbox' and the students') and critically evaluating them. There will be a focus on sharing practical skills and experience, living together mindfully in the outdoors.

Indicative Reading

Brookes, A. (2002). Gilbert White never came this far South. Naturalist knowledge and the limits of universalist environmental education. *Canadian Journal of Environmental Education*, 7(2), 73 - 87.

Gruenewald, D. A. (2003). Foundations of place: and multidisciplinary framework for placeconscious education. *American Education Research Journal*, 40(3), 619 - 654.

Preston, L. (2004). Making connections with nature: bridging the theory-practice gap in outdoor and environmental education. *Australian Journal of Environmental Education*, 8(1), 12 - 19.

Reason, P. (1998). Political, epistemological, ecological and spiritual dimensions of participation. *Studies in Cultures, Organisations and Societies*, 4, 147 - 167.

Thomashow, M. (1998). The ecopsychology of global environmental change. *The Humanistic Psychologist*, 26(1 / 3), 275 - 300.

(if you are having trouble finding these papers please contact sam – sam.harrison@education.ed.ac.uk)

Course Organiser

Sam Harrison

PLACEMENT

As described in Appendix Two

OPTIONAL SKILLS COURSES

Students from the OESE Programme may wish to take advantage of the OE PDP to increase their technical skills and/or NGB qualifications where this suits their professional development. These options must fit in with the OESE timetable and an additional per course fee will be levied.

To find out more about these options please refer to the Outdoor Education PDP Booklet, which is downloadable from WebCT). Once you have familiarised yourself with this document, please contact Simon Beames with your questions.

Appendix Five

Draft timetable for 2011-2012. Available as an electronic attachment.

Appendix Six

A financial statement (FEC) prepared by the School of Education's finance officer and can be viewed as an electronic attachment.

Appendix Seven

External Examiner's report 2009-10

CHSS QA.EE.2

The University of Edinburgh

Postgraduate External Examiner Report

College of Humanities and Social Science

Name and Address of External Examiner:

Dr H E Prince
Outdoor Studies Quality Group
University of Cumbria
Ambleside
Cumbria LA22 9BB

Degree(s) examined:

MSc/PGD Outdoor Education
MSc/PGD Outdoor Environmental and Sustainability Education

Course(s) examined:

Outdoor Environmental Education: Concept-Based Practice
Interpreting the Landscape
Ecology and Field Studies
Professional Practice and Experiential Learning
Personal and Social Outdoor Education
Community Building and Reviewing
Education for Environmental Citizenship

On what dates were you present in the University to act as External Examiner?

24 April 2010; 28 & 29 October 2010

The following report contains questions where you are invited to answer a series of 'prompting boxes' before providing explanatory narrative comments. You are asked to complete the report **as soon as possible after the final exam board (normally October)** and to return it to:

**Sec to the Postgraduate Dean
University of Edinburgh
College of Humanities and Social Science
1st Floor
David Hume Tower
George Square
Edinburgh
EH8 9JX**

email@: elizabeth.goodwin-andersson@ed.ac.uk

Any additions or amendments you wish to make to this report after the re-sit examination period will also be welcome. Please send additional comments to the above address no later than mid-November, following the examinations.

External Examiner's fees are paid annually, after receipt of your completed report. Payments are made into bank accounts and authorisation must be received from College Offices by the Finance School by the 5th of the month for payment to be made by the end of that month. If you have not received payment when expected, please contact: **the Postgraduate Section, College of Humanities and Social Science, 0131 650 4086**

The Postgraduate Dean has responsibility for receiving the document and ensuring appropriate action is taken. The steps of the monitoring process are outlined in the Office Use box on the cover. The report will also be seen by the Postgraduate Director on behalf of the Head of School, or equivalent, for comment. In the interests of openness and accountability, the University's practice is to distribute reports widely to relevant staff. Should you therefore wish to comment in confidence to the Postgraduate Dean, please do so in a separate letter. Such letters may also be seen by the Director of Quality Enhancement, on behalf of the Principal. If, exceptionally, you wish to comment directly to the Director of Quality Enhancement, please write to:

Tina Harrison
Director of Quality Enhancement
The University of Edinburgh
Old College
South Bridge
Edinburgh, EH8 9YL

Please return this form to the address at the top as soon as possible after the final exam board

1. Adequacy of Information

Was the information provided adequate for the purpose of external examining?

Please tick one box for each row.

	Yes	Not entirely	Not Provided
Degree programme syllabus and specifications	✓		<input type="checkbox"/>
Course descriptions or specifications	✓		<input type="checkbox"/>
Course handbook for students	✓		<input type="checkbox"/>
Aims, objectives, outcomes	✓		<input type="checkbox"/>
		✓	<input type="checkbox"/>
Other, <i>please specify</i>	✓	✓	<input type="checkbox"/>
Generic handbooks for students on postgraduate courses in the Moray House School of Education		✓	

Please comment generally on the information you received. If you answered "Not entirely" above, what improvements would you suggest?

Please write in.

I received clear and well organised information from the Programme Co-ordinator in good time for the Assessment Boards.
 The best practice gives students a clear outline of what is expected in order to achieve a certain grade for each assignment. I feel that it is important to map and integrate generic level learning outcomes with specific learning outcomes and criteria for each piece of work. The guidance given for the presentation of assignments was clear.
 I should like access to the VLE (Web CT) to give me a more rounded and comprehensive understanding of the material available to students.

2. Types of Assessment

Were the following aspects of assessment appropriate to the course and programme aims?

Please tick one box for each row.

	Yes	Not entirely	Not Applicable
Degree examinations		<input type="checkbox"/>	✓
Class examinations and tests		<input type="checkbox"/>	✓
Assessed coursework, e.g. essays, practicals, presentations	✓	<input type="checkbox"/>	
Dissertations and projects	✓	<input type="checkbox"/>	
Placements and fieldwork	✓	<input type="checkbox"/>	
Oral examinations		<input type="checkbox"/>	✓
Overall mix of assessment types	✓	<input type="checkbox"/>	

Please comment generally on the types, mix and weighting of assessments.

If you answered "Not entirely" in question 2, what improvements would you suggest?

Please write in.

The modes of assessment seemed to be appropriate for the learning outcomes. The programmes are weighted towards written assessments but these discuss and reflect on placements, fieldwork and research enquiry. It may be appropriate in the future to consider the acceptance of an alternative mode of submission to the dissertation. This would need careful mapping of learning outcomes at the required level.

3. Assessment Criteria

Were the marking criteria sufficiently clear to you? Yes
Please tick one box. Not
entirely

Were the marking criteria appropriate to the assessment aims? Yes
Please tick one box. Not
entirely

Were the marking criteria consistently applied by markers? Yes
Please tick one box. Not
entirely

**Please comment generally on the marking criteria.
If you answered "Not entirely" above, what improvements would
you suggest?**
Please write in.

I feel that students would benefit from the careful mapping of generic and specific criteria for assessment in each module which would enable them to make an accurate judgement of what is needed to achieve a certain grade (see section 1).
I suggest that students might be advised to adhere to a confidentiality agreement, particularly when the School moves further to electronic submission where text matching software might mean that assignments are more in the public domain.

4. Quality and Standards

Were the following aspects of the educational provision of appropriate quality and standards in relation to comparable institutions of which you have experience?

Please tick one box for each row.

	Yes	Not Entirely	Cannot Comment
Course aims	✓	<input type="checkbox"/>	<input type="checkbox"/>
Course structure and content in relation to the aims	✓	<input type="checkbox"/>	<input type="checkbox"/>
Degree programme structure	✓	<input type="checkbox"/>	<input type="checkbox"/>
Teaching methods	✓	<input type="checkbox"/>	<input type="checkbox"/>
Students' work in relation to their level of study	✓	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities for students to develop communication and other transferable skills	✓	<input type="checkbox"/>	<input type="checkbox"/>
Internal marking	✓	<input type="checkbox"/>	<input type="checkbox"/>
Profile of degree classifications or grades	✓	<input type="checkbox"/>	<input type="checkbox"/>
Mechanisms for course monitoring and review	✓	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on the quality and standards of the educational provision.

If you answered "Not entirely" above, what improvements would you suggest?

Please write in.

The quality and standards of educational provision are of high quality in relation to comparable institutions of which I have experience. The staff are outstanding academics of high standing in their field and contribute much to UK and international research in Outdoor Education and Outdoor Environmental and Sustainability Education. This, and their dedication to high standards of delivery, makes for very successful and high quality programmes which are attractive to students and appreciated by them.

5. Administration

Was the administration of the assessment process effective?

Please tick one box for each row.

	Yes	Not entirely
Time available for marking	✓	<input type="checkbox"/>
Operation of the Board of Examiners	✓	<input type="checkbox"/>
Quality of data presented to the Board of Examiners	✓	<input type="checkbox"/>
Handling of special circumstances, e.g. medical, at the Examiners' meeting	✓	<input type="checkbox"/>
Other, <i>please specify</i>		

Please comment on the administration of the assessment process. If you answered "Not entirely" above, what improvements would you suggest?

Please write in.

The administration of the assessment process was effective. I would particularly like to highlight the clear schedule issued to students in some modules whereby the marking and feedback time is specified for full-time and part-time students. Each student is briefed carefully about the expected timescales and where and how s/he can access feedback. The business of the Boards of Examiners was expedited in an efficient manner and benefitted from the support of dedicated and diligent administrators. I was a little surprised that the presentation of the marks was manual but I understand that there have been issues with the data entry and registration systems which will be resolved in the near future. In larger cohorts, summary statistics would be useful for comparative purposes.

6. This section is for questions specific to particular faculties.

Schools to insert additional questions if appropriate.

- | | | | |
|----|---|--------------------------|--------------------------|
| #. | Text of additional question #1
<i>Please tick one box.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| #. | Text of additional question #2
<i>Please tick one box.</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| #. | Text of additional question #3
<i>Please tick one box.</i> | <input type="checkbox"/> | <input type="checkbox"/> |

General comments

The University would welcome your views on any relevant issues that you would like to address. You are not expected to cover all issues in each report. Fuller remarks in the final year of your appointment would be appreciated. In particular, you are invited to comment on:

- The comparability of standards with other institutions;
- The extent to which the degrees and courses examined meet their stated aims and objectives;
- Whether the standards set are appropriate for the awards, or award elements, by reference to published national subject benchmarks, the national qualifications frameworks, institutional programme specifications and other relevant information;
- The whole programme of study
- Any cases of innovative or particularly good practice which you wish to highlight from any aspect of the provision covered above, i.e. information received, types of assessment, assessment criteria, administration or quality and standards.

Please feel free to attach additional sheets.

The PGD/MSc programmes in Outdoor Education and Outdoor Environmental and Sustainability Education have high standing in the U.K and internationally. Students use the published work and research of members of staff well in their assignments and benefit from dedicated tutors who have student experience at the forefront of their programmes. Marking is rigorous with excellent feedback and the moderation process is sound. Student module evaluations and an interview with a student representative allowed me to see that the modules are well received and many are superb learning experiences which are reflected upon carefully both for assessable work but also as lifelong changing experiences in their careers. The tutors encourage criticality in students both through teaching and learning but also in their commentaries on coursework which challenge students and should move them forward in their thinking and critique. I particularly admired the self-assessment inventory used in earlier assignments as a formative tool.

Dr H E Prince, External Examiner, 05.11.10

Thank you for completing this form.

**Please return it to the College Postgraduate Office at the address on
Page 2**

Appendix Eight. External Examiner's report 2009-09

Please note that the External Examiner chose not to use the standard review form on this occasion and returned the following signed attachment.

Sunday, October 25, 2009

External Examiners Report

As I am coming to the end of my term as an external examiner this will be my last report, so it is important for me to put on record how much I have enjoyed the experience. This is an outstanding programme, certainly the best of its kind in the UK and it also has an international reputation for excellence. The standards set and achieved also equate well with any other Masters programme in Education that I am familiar with. The staff are to be congratulated on the quality of the student experience and the University should also be congratulated on supporting such a high quality and innovative programme.

As part of my responsibilities as external examiner I reviewed all the assignments and dissertations produced during the current academic year, read all the student feedback forms and each of the semester reviews for each programme stream. On the basis of that evidence I conclude – with the exceptions noted below – the following:

- The assignment tasks are well structured and appropriate
- The moderation process is transparent and judicious
- The standards set are demanding and consistently applied
- The quality of feedback to students is outstanding
- The linking of theory to practice is intellectually coherent and robust
- The feedback from students is enthusiastically positive
- The quality of the student experience is with the exceptions noted below uniformly excellent.

I have no hesitation as in previous years in commending these programmes as being of high quality and comparable with any other programme in the UK or elsewhere.

Having said this, and for the first occasion during my time as external examiner, I have noticed sufficient concerns from students that I need to raise them in this report. There are two:

- The first relates to student concerns about the quality of teaching accommodation. Although this is a common complaint from students generally, it is the first time I have noticed it on this programme. It is not confined to just one course and does seem to negatively affect the continuity of learning and the overall student experience. Although I appreciate that there is always pressure on teaching space I would encourage the School to take seriously the issue of the quality of the student-learning environment on what is one of their flagship programmes.
- The second is probably more serious. On two courses – ‘Professional Practice and Experiential Learning’ and ‘Personal and Social Outdoor Education – many students raised concerns over what they took to be a lack of co-ordination in teaching and a delay in receiving feedback on their assignments. Given that this has been a consistent strength of the programme, I enquired further and found that this was a consequence of problems encountered in effectively covering for members of the established staff when taking sabbatical leave. It is important that staff on a research led programme such as this have ample opportunity to pursue their research activities, but this should be organized in such a way that does not negatively affect the student experience. I would encourage the School to put processes in place so as to ensure continuity in the excellence of teaching and the student experience when staff are on study leave or ‘buying themselves out of teaching’.

These two issues apart, the programme continues to be an outstanding one. The highest of standards are relentlessly pursued and the quality of the student experience as good as I have seen anywhere. In the past, I felt that his programme has at times seemed vulnerable particularly in terms of established staffing. This issue seems to have been resolved of late, but I would encourage the University to continue to nurture the programme, as it is one of Edinburgh’s ‘jewels in the crown’.

David Hopkins

Professor David Hopkins

Appendix Nine. External Examiner's report 2007-08