

HUMN 7017 ECOPEDEAGOGIES

Credit Points 10

Legacy Code 102157

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Description In simplest terms, ecopedagogies is teaching and learning in partnership with Nature. This interdisciplinary unit examines place-based theory and outdoor-experiential education. Research has repeatedly shown that outdoor experiential learning promotes health, well-being, cognitive advancement, growth and development for children, youth and adults. Correspondingly, the importance of ecopedagogies in this historical era cannot be underestimated. The precariousness of human/nature interrelationships compels us to explore new ways of learning and knowing and ecopedagogies provides new ways of connecting with the natural world. Further insight is gained through engaging with First Peoples' knowledge systems through the conceptualisation of 'country' and relational frameworks.

School Education

Discipline Education Studies

Student Contribution Band HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Examine the broad theoretical underpinnings of ecopedagogies
2. Engage with First Peoples' knowledge systems and apply them to their understandings of human/nature relationships
3. Apply knowledge of human development and the ways in which it is supported by applied ecological learning
4. Apply ecopedagogical principles to support human health and well-being
5. Critically reflect upon own insights and applications of specific ecopedagogical experiences

Subject Content

Ecological consciousness and its implications in precarious times
 Ecopedagogies and the reciprocity of human/nature relationships
 First Peoples' ways of knowing as a foundation for ecopedagogies
 Human development and the foundational role of experiential outdoor education

The role of ecopedagogies in learning, health and well-being
 Theories and models of childhood/youth/adult outdoor provision and pedagogy

Global perspectives and place-based understandings of human/nature relationships in an increasingly urbanized and technological world

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/Group Task
Learning sequence	2,500 words	50	N	Individual
Implement and report on the project. Include personal reflections on pedagogies and processes and participant feedback	2,500 words	50	N	Individual

Teaching Periods