

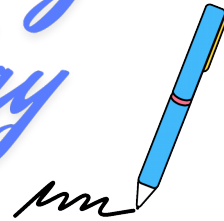


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University of Wales
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Croeso!

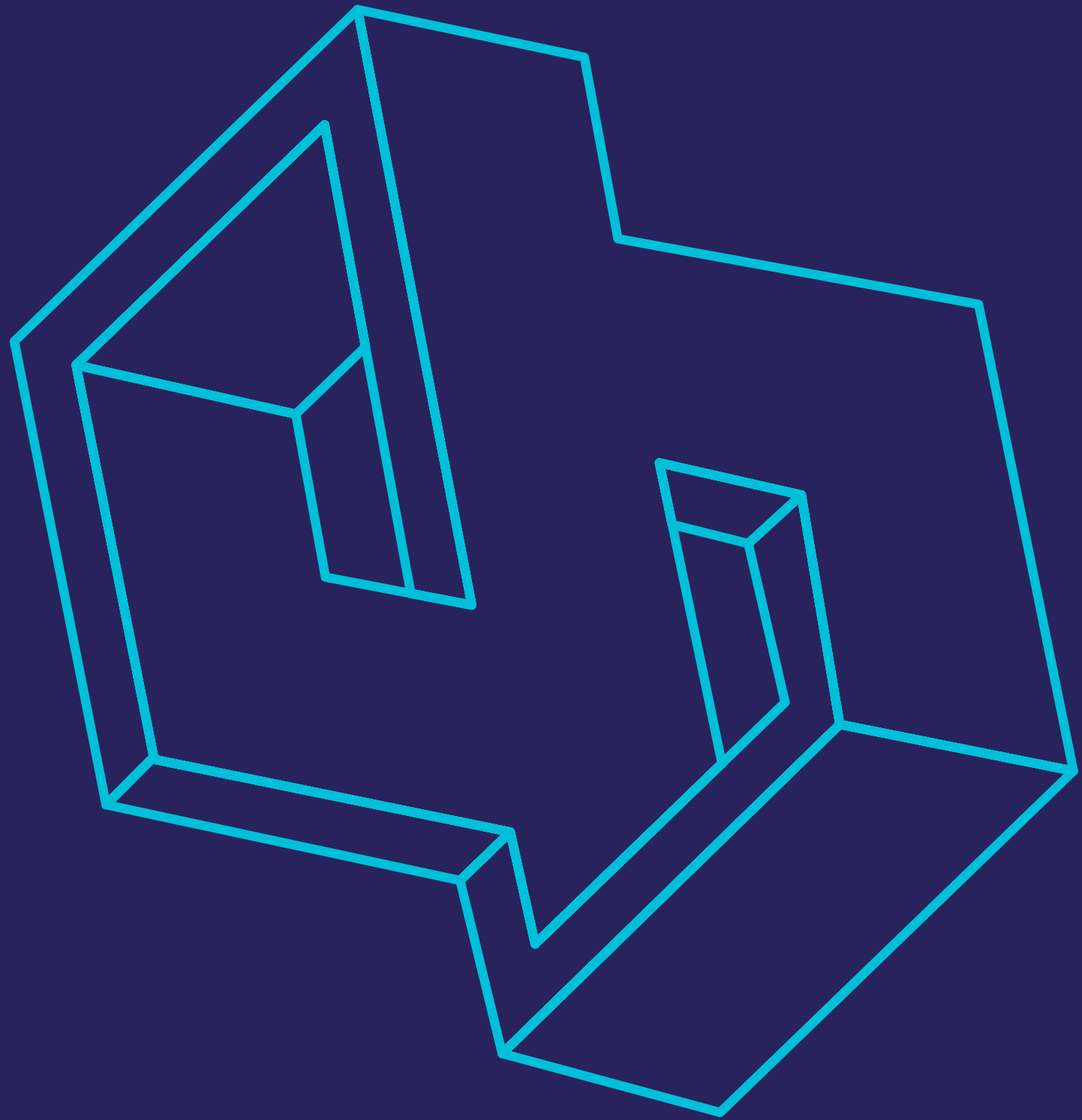
Welcome!

*add here the name of a song
that is in your head today*





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Perspectives on Outdoor Education

Mache Treviño



**To locate the practice
of outdoor education
within a range of
contemporary issues
problematic to its
current and future
development**

Approaches



Person-Centred Focus

Promote a learning environment where empathy, congruence and acceptance support our experience together.



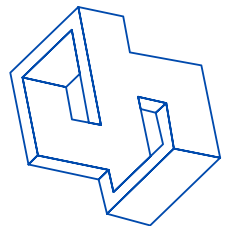
Active Learning

Include diverse opportunities to engage, explore, discuss, create and challenge our own assumptions.



Collaboration

Invite students to consolidate a learning community, where individual interests are valued and collective creation of knowledge provides opportunities to expand horizons.



Perspectives on OE

Learning Outcomes

- Critically appraise competing perspectives of outdoor education
- Debate and make informed decisions on a breadth of issues relevant to the practice of outdoor education
- Demonstrate effective group organisation skills for discussions

Main activities



Student-led discussions



Community projects

A1 - academic interview

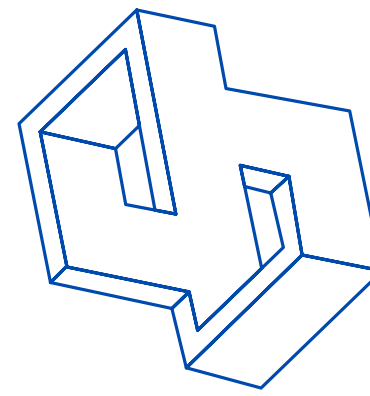
A2 - report



LENSES

WE HAVE

WE NEED



Our guidance

Group
environment



Discussion roles

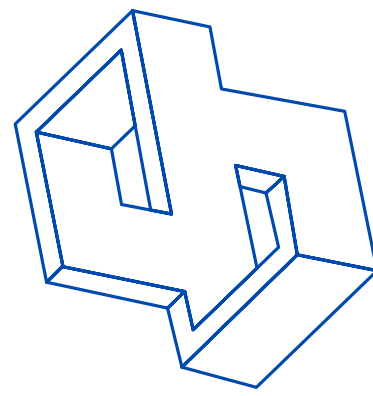
Project
involvement

LENSES

WE HAVE

WE NEED

(Priest & Gass, 2005)



✓ Chair

Discussion roles

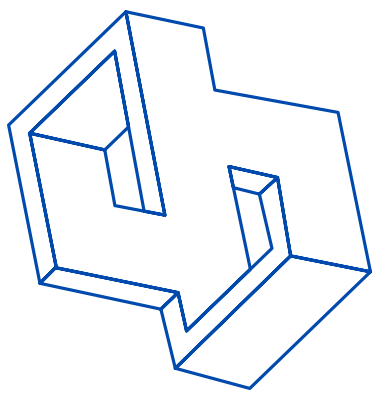
- Start on time
- Apply the agreed rules of discussion
- Maintain the topic focus
- Maintain discussion momentum
- Encourage participants to participate
- Summarise the discussion
- Invite all participants to make a succinct concluding statement

✓ Lead

- Focus the discussion on the topic
- Provide a brief overview of different opinions
- State your preferred position (in accordance with the literature, if appropriate)

✓ Record

- Integrate relevant notes, summary and conclusions in pre-agreed shared resource
- Keep track of airtime
- Register team members for next discussion



Project involvement



All

- Be on time
- Projects can be developed in pairs, small teams or work together with the whole group.
- Distribute planning & implementation tasks so every member has an opportunity to be responsible for actions in both areas.
- Own your designated tasks and report back to your group on progress.
- Decide responsibilities and dates within the available time.
- Keep track of your key actions and take notes

- Liaise with Lecturer and Community Project to inform of plans and confirm agreements (✉)
- CC all involved members.



Comm. Lead



A string of four cards hangs outdoors against a background of green foliage. The cards are held by wooden clothespins. From left to right, the cards feature a purple question mark, a red hand pointing up, a yellow dollar sign, and blue wavy lines. A geometric overlay of yellow and dark blue triangles is in the top-left corner. A green banner at the bottom contains the text 'exploring' in dark blue and 'THEMES' in white.

exploring THEMES

**Well-being and
mental health**

**Digital tech, AI
& social media**

**Missing
voices**

Sustainability

?



Next Tuesday

Question? Roles?



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Before you go...

Looks exciting!



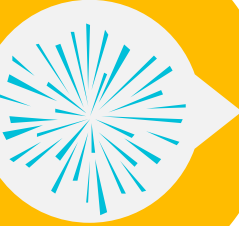
Possible challenges

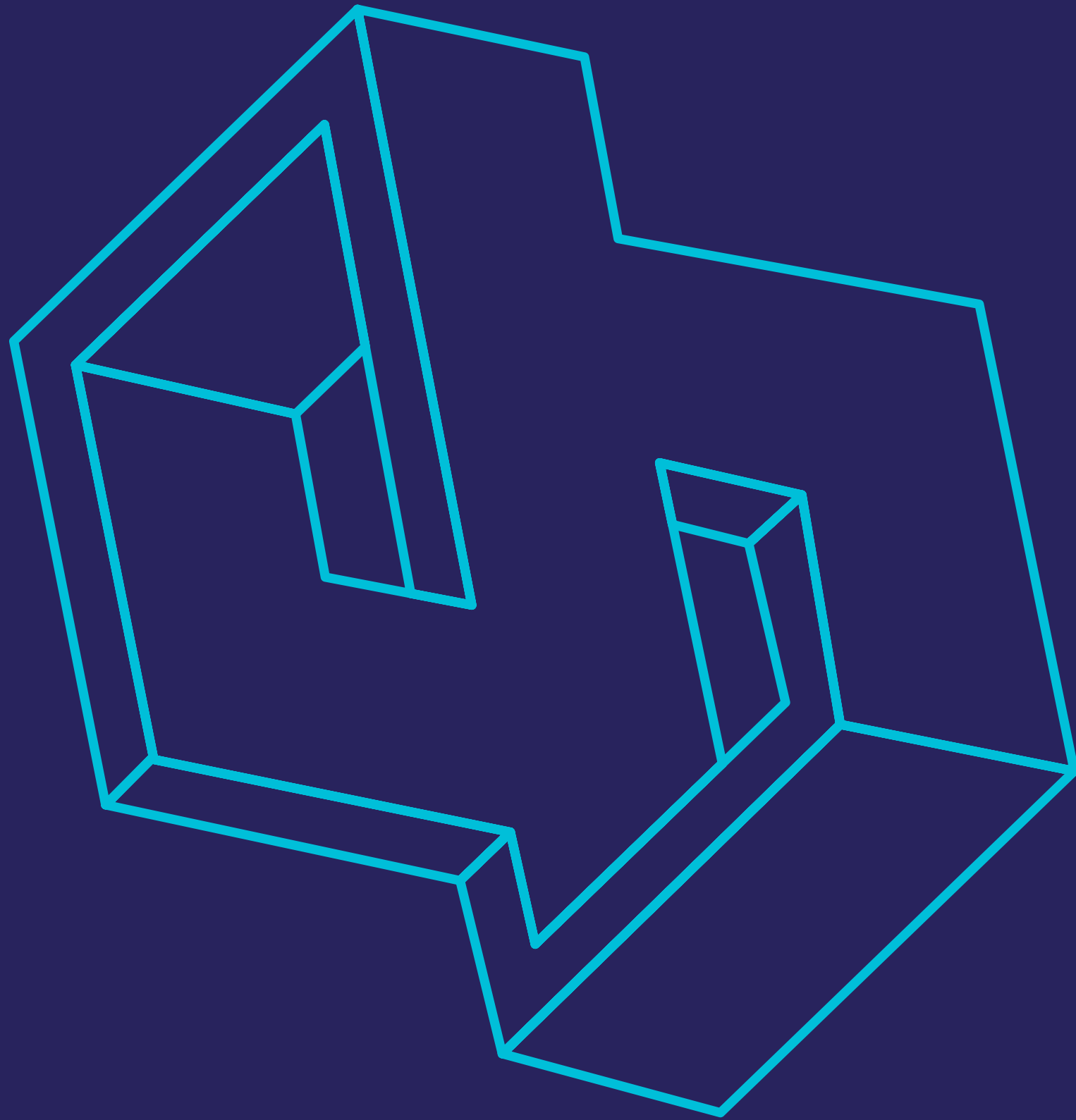


Additional questions



Previous successes





Perspectives



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