

AAEE Biennial Conference 2023

Listen, Learn, Transform

25-27 September 2023, University of Wollongong



Abstract Submission Form and Speaker Profile

Complete your details by typing in the **green** sections of the digital form below. If there are multiple presenters, please include their details where applicable (name, organisation, personal bio)

Save your completed form in PDF format and submit via the [submission form on the website](#).

Title	Mrs	First Name	Dayle	Family Name	Fulford
Position/Role	Teacher				
Organisation you will represent	Tallebudgera Outdoor and Environmental Education Centre (Education Queensland)				
Personal Bio Max. 100 words	After 15 years as a health professional, a career change called and I retrained as a Science teacher. After two years teaching in a high school classroom, I had the wonderful opportunity to embrace teaching in the outdoors and commit to student-centred experiential learning. Whilst also inspiring young learners in my outdoor classroom, in my current role at Tallebudgera Outdoor and Environmental Education Centre I am fortunate to also be a Mentor Beginning Teacher, supporting new educators to build their confidence and skills as they start their career.				
Title of Presentation	The Red Thread– a model to construct purposeful outdoor journeys, calling students on a transformative adventure.				
Format of Presentation (please select)	<input type="checkbox"/> Oral Presentation (20 minutes) <input checked="" type="checkbox"/> Workshop - 60 minutes (eg interactive indoor session) <input type="checkbox"/> Workshop - 120 minutes (eg outdoor activity) Indicate your preferred presentation types (you may select more than one) NB: We may not be able to offer your preferred option				
Which theme would you prefer to present under? (please select)	<input type="checkbox"/> Theme 1: Listen <input checked="" type="checkbox"/> Theme 2: Learn <input type="checkbox"/> Theme 3: Transform				
Introduction	By constructing learning journeys at Tallebudgera Outdoor and Environmental Education Centre (TOEEC) with students as the central figure in their own Hero's Journey, with teachers as mentors, and with motivating narrative threads, students are "called" to adventure with a sense of purpose and the goal of transformative learning. The proposed presentation will explore Joseph Campbell's monomyth concept as a framework for creating well sequenced learning journeys that actively engage students in outdoor learning, rather than outdoor activities. The presentation will also demonstrate how embedded student-centred pedagogical practices establish positive relationships with students, and will demonstrate the need for a continuous narrative, or 'red thread', which embeds deep reflection opportunities necessary for transformative learning. By the end of the presentation, participants will understand how to apply this innovative approach of designing learning journeys that follow modified stages of the				

	Hero's Journey in which opportunities for student-centred pedagogy and deep reflection are integral.
Presentation Abstract: max. 300 words	<p>Typical planning for outdoor learning programs starts with what activities students will undertake, followed by how these activities are structured. Seldom is the purpose, or the why, considered, much less prioritised, despite purpose being a driver for student motivation and engagement. At the core of all TOEEC learning journeys is a clear purpose and continuous narrative, or 'red thread', to lead students on their adventure, giving meaning to their outdoor activities and promoting student engagement. Based on Joseph Campbell's monomyth, described in the Hero with a Thousand Faces, the TOEEC learning journey framework consists of four stages; the Call to Adventure, the Quest, the Transformation, and the Return. This framework, which ties activities to the red thread narrative, is applicable to multi-day programs, day programs, and individual sessions.</p> <p>The red thread of TOEEC's signature 5-day residential program for Year 6 students, is the story of the Hero's Journey, where students are invited to awaken their inner hero via a planned pre-visit . Four hero types, based on Temperament Theory, are explored across the week of experiential student-centred activities, connecting students with their personal strengths and raising self-awareness. The overall program structure, including specific examples of individual red thread narratives for specific days, will be modelled to demonstrate the cohesive application of the TOEEC framework, including how the red thread not only facilitates clarity around the day's purpose, but creates an opportunity for meaning making during the process of reflection at the end of the journey.</p> <p>Students arrive at camp with a clear understanding about the purpose of their visit and an excited readiness to be the master of their journey. Centring program development on purpose by embedding engaging red thread narratives, is a strategy for transforming outdoor experiences into outdoor learning with the potential for transforming the lives of students.</p>
Key Message: A short summary of presentation	Designing learning journeys around engaging narratives and a student-centred purpose improves student engagement, promotes student voice and can lead to transformative outdoor learning, not just outdoor experiences.

All abstracts must be received by 5pm **Friday 26 May 2023 (AEST)**.

We expect to notify speakers by mid June

Note: confirmed presenters will be required to register for the conference and pay the relevant registration fees.