

## Outdoor Education Specialisation

Utomhuspedagogisk fördjupning  
7.5 credits

Single subject course

917A23

Valid from: 2027 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
Course Syllabus Board at the Faculty of Educational Sciences	Education	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2025-11-17	Second cycle	A1N
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Social sciences, Education	
<b>Revision date</b>	<b>Subject group</b>	
	Educational Sciences/General Didactics	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2027		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## Entry requirements

- A Teacher or Pre-school Teacher Degree of at least 180 ECTS credits  
or  
Bachelor's Degree, equivalent to a Swedish Kandidatexamen, with a major in one of the following subjects Education, Pedagogy, Pedagogical work, Biology, Ecology, Geography or Sustainable development  
or  
Bachelor's degree, equivalent to a Swedish Kandidatexamen, and additional clearly documented work experience of at least one year, full time, in outdoor or sustainability education or the equivalent
- English corresponding to the level of English in Swedish upper secondary education (Engelska 6 eller Engelska nivå 2)  
Exemption from Swedish

## Intended learning outcomes

After completing the course, the student should be able to

- account for and critically analyse central theories and concepts in current research in outdoor and sustainability education
- identify historical and contemporary perspectives on the role of the environment in pedagogical practices
- carry out and communicate a critical analysis of didactic choices in outdoor education, with regard to inclusion, accessibility and cultural aspects informed by current research
- formulate and defend own positions in academic discussions, both orally and in writing, in dialogue with current and relevant research
- reflect on ethical aspects of outdoor education, including the relationship between humans and nature and the educator's responsibility in sustainability issues
- take a research-informed and reflective approach to his/her own pedagogical practice in outdoor environments.

## Course content

The course offers a theoretical specialization in outdoor education and sustainability pedagogy, with a focus on current research and critical analysis of pedagogical practices. By linking theoretical perspectives to concrete didactic situations, the student develops the ability to understand, apply and evaluate the possibilities and limitations of outdoor education, especially in relation to education for sustainable development.

The course develops previous introductions to the field of knowledge and deepens the understanding of the relationship between place, learning and sustainability. Central themes include ecological awareness, ethical dimensions of teaching outside the classroom, as well as issues of inclusion and cultural perspectives.

## Teaching and working methods

Teaching takes place through seminars as well as individual studies.

## Examination

The student is examined through oral and written assignments.

Applies to all courses regardless of grading scale.

- Students failing an exam covering either the entire course or part of the course two times are entitled to have a new examiner appointed for the reexamination.

If the course has a three-graded grading scale (U - VG), following applies:

- Students who have passed an examination may not retake it in order to improve their grades.

The following applies to courses that include a compulsory component:

- If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

## Grades

ECTS, EC

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

### **About teaching and examination language**

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is Swedish, the course as a whole or in large parts, is taught in Swedish. Please note that although teaching language is Swedish, parts of the course could be given in English. Examination language is Swedish.
- If teaching language is Swedish/English, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English (depending on teaching language).
- If teaching language is English, the course as a whole is taught in English. Examination language is English.