

# Outdoor Learning in Theory and Practie

Programme course

15 credits

Utomhuspedagogik i teori och praktik

947A16

Valid from: 2020 Spring semester

**Determined by**  
The Board of Educational Science

**Date determined**  
2019-11-19

**Revision date**  
2019-09-10; 2021-04-23

## Main field of study

No main field of study

## Course level

Second cycle

## Advancement level

A1X

## Course offered for

- Master's Programme in Outdoor and Sustainability Education

## Entry requirements

A teaching qualification of at least 180 ECTS credits/120 points, including an in-depth academic paper of 15 ECTS credit or Bachelor's degree equivalent to a Swedish Kandidatexamen, including an in-depth academic paper of 15 ECTS credit. At least 60 credits/40 points in a subject area of importance for environmental and outdoor education.

## Intended learning outcomes

After completion of the course, the student should be able to:

- account for knowledge about the historical development, theoretical frameworks och contemporary research field of outdoor education
- describe and analyse how outdoor education, interdisciplinary as well as disciplinary, can be implemented with regards to educational theory and research
- plan for, perform and evaluate teaching and learning in different outdoor environments, with respect for leadership, safety and equal opportunities for learning
- describe and critically examine the connection between outdoor play and learning, health and well-being

## Course content

The course departs from recent research on teaching and learning in environments outside the traditional classroom. Learning environments as for example the natural and cultural landscape, play grounds, school grounds, museums or science centers. Examples are given from different parts of the educational system, and the participants have the possibility to build upon their own interests and backgrounds. A central content is understanding of how different theoretical underpinnings have contributed in influencing the field of outdoor education, with a focus on the Scandinavian context. Pragmatism, experiential learning, and placed-based education are examples of theoretical frameworks that are discussed. The course deals theoretically and practically with how interdisciplinary and disciplinary education can be practiced in natural and cultural environments in the local area. The course also elaborates on the role outdoor environments play in human social development, health and well-being.

## Teaching and working methods

The course is based upon a combination of field work, with the local natural and cultural landscape as a point of departure, and lectures and literature seminars. The students are supposed to work individually as well as in groups.

## Examination

The students are examined on written assignments related to practical experiences and the course literature. Participation in outdoor fieldwork is compulsory.

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.

If the course is a VfU course, the following applies:

- Examination of applied social and didactic abilities is limited to three (3) occasions.

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 instead 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.

## Grades

ECTS, EC

## Other information

Course revised 2020-04-02; Dnr LiU-2020-01361

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 carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

### 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.

## Department

Institutionen för beteendevetenskap och lärande