

Outdoor Learning in Theory and Practice

Utomhuspedagogik i teori och praktik

15 credits

Programme course

947A16

Valid from: 2024 Spring semester

Determined by	Main field of study	
The Board of Educational Science	Didactics	
Date determined	Course level	Progressive specialisation
2019-11-19	Second cycle	A1N
Revised by	Disciplinary domain	
Course Syllabus Board at the Faculty of Educational Sciences	Social sciences, Education	
Revision date	Subject group	
2021-03-08; 2019-09-10; 2021-04-23; 2023-02-06	Educational Sciences/Theoretical Subjects	
Offered first time	Offered for the last time	
Autumn semester 2019		
Department	Replaced by	
Institutionen för beteendevetenskap och lärande		

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 and 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 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.

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

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 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.