Udeskole
Outdoor learning
in Teacher Education

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Teaching Biology, Physical Education and teaching and developing “Udeskole” in regard to the Danish curriculum in Teacher Education. Coordinator of the Outdoor Learning program in VIA UC
• We are looking for a key-note speaker who will deal with the concepts and ideas of taking school children into nature, and who will address questions like: Why should we do this? What are the more recent experiences by doing this? And what can we learn from recent practices from across Europe?
• Since we know that you have studied these issues in a European Context, we would kindly ask you to be a key-speaker of this conference.
Outdoor learning and me
The most important in School is to sit on your Chair
• Children of today are going to solve problems, that we even don’t know exist.
• Children of today need to deal with different values according to future work.
European childrens suffers from

- Growing obesity
- More sedentary lifestyle
- More pressure on the academic literacy

And is going to show more

- Initiative
- Innovation
Strategies to get the golden apple of wisdom
We want to

• Get the children to reach out for the apples of wisdom
• By using all aspects of life
Me the Mole

Getting Outdoor Learning into the Teacher education and by that into the primary School

Let the children out during everyday schooltime
Outdoor learning is a working method, where parts of the everyday life in school is moved out of the classroom – into the local environment. Outdoor learning implies frequent, purpose driven and curriculum based learning activities outside the classroom.

Inspired from
Arne Nikolajsen Jordet
"Udeskole" addresses all subjects in elementary school, that is:

- Mother tongue
- Mathematics
- Science
- Physical education
- Art and Handcraft
- History
- Religion
- etc
The ways we do it

Somewhere between "the purposeless wandering around" and just moving the classroom outside
Challenges
Comishin et al 2004

• Funding Constraints
• Insufficient support from administration and colleagues
• Time constraints
• Liability and risk management
• Inadequate skills and qualifications
The most important

Is the Teachers role:

• To work with the same subjects inside – outside – inside

• To be the teacher, not a turist

• To link what's experienced with what's in the curriculum
Not only a place

- Outdoor learning is both about a place, but indeed also about a way of and a understanding of learning.
To reach as many

Almost all children go to School

All schools have teachers
Outdoor Education in Teacher education

- Local work in VIA
- Inservice (postgraduate) Teacher Training in Denmark
- Project OutLines in Europe (courses for teacher students)
  - University of Linkjøbing, NCU
  - University College Hedmark
  - Tallin University
  - Charles University, Prague
  - Riga University
  - VIA University College
- Project In and Out in (Coruses for Teachers and Rangers) 270.000
  - University of Linkjøbing
  - Marburg University
  - University of Bucharest
  - VIA University College

From the internship 21.9.2010
Courses for students

2011 week 10
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From the internship 21.9.2010
Courses, 40 hours

- Outdoor learning and mathematics, NO
- Outdoor learning and Sports, CZ
- Outdoor learning and Science, EE
- Outdoor learning and Language, SE
- Outdoor learning and art and handcrafts, DK
- Outdoor learning and Music, LV

Foundation Course
To trust the concept
AIMS of Foundation Course

The Foundation Course should give the students experience with, knowledge about and insight in using the landscape as a learning resource in the educational process.
• Learning theories and backgrounds
• Exercises outside on learning approaches (sensory, physically etc)
• Schoolvisit
• Ressource persons
• Sleepover in nature
• Reflected logs
Experiential Learning

Kolb's learning styles

- **Concrete Experience**
  - Feeling
  - CE/AC

- **Abstract Conceptualisation**
  - Thinking
  - AC/AE

- **Reflective Observation**
  - Watching
  - CE/RO

- **Active Experimentation**
  - Doing
  - AC/RO

**Perception Continuum**
- how we think about things

**Processing Continuum**
- how we do things

Diagram courtesy of businessballs.com

(c) concept David Kolb, design Alan Casciani 2008, based on Kolb's Learning Styles, 1984.
• Peter Bjerg Jørgensen, NO

Sensory and Exploring qualities

Physical and motor qualities

Manual and productive qualities

Social and verbal qualities
Geometrical Figures

What figure did you find?

Draw it:

Where did you find it?
Crossing subjects

- History
- Physics/chemistry
- Handcraft

Pyrolysis

Fuel → Char

H₂ Tars CH₄

Carcoal burners
Poachers Flute

1. Fork pinde
2. Snit en fordybning i begge grenhalvdele...
3. Dej det bredbladet grasstra langs midterribben
4. Læg grassstræt mellem de to grenhalvdele
5. Bind fløjten sammen med snor
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From the internship 21.9.2010
AIMS

To reach as many children as possible

– Overcome the hurdles
– Work in public schools
– Work in teacher education
– Learning by doing, experiencing and reflecting
Thank you

• For Your attention

• Questions?