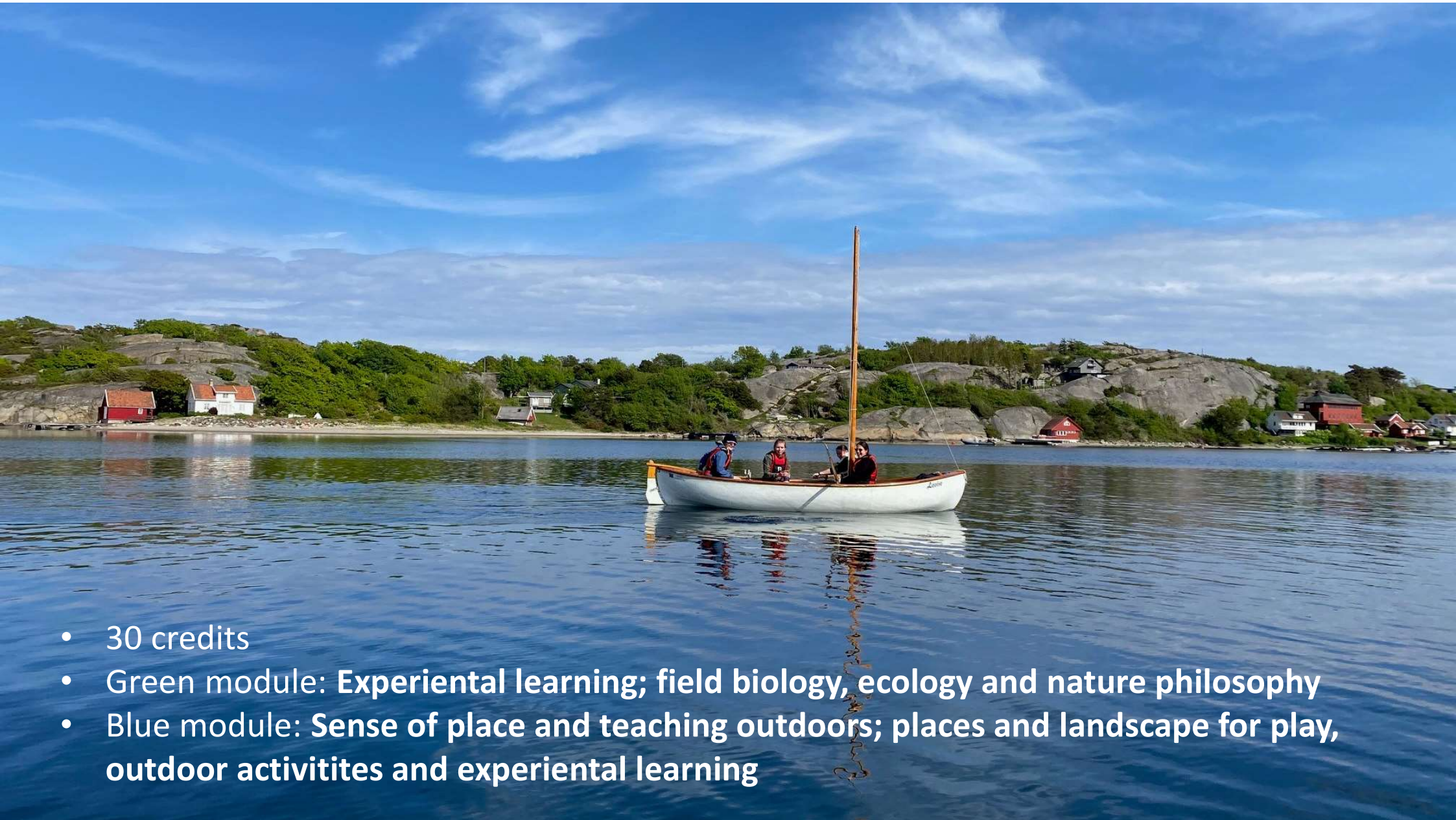




Outdoor Education and Experiential Learning

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- 30 credits
- Green module: **Experiential learning; field biology, ecology and nature philosophy**
- Blue module: **Sense of place and teaching outdoors; places and landscape for play, outdoor activities and experiential learning**

Why study Outdoor education and Experiential learning at USN?

- The students get a hands on experience through learning by doing
- Fieldwork is an outdoor learning method, in student active learning environments known to produce higher order thinking through hard and soft skill trainings (Mogk and Goodwin 2012)
- Experience for life



21st Century Skills

Metro 4Cs Rubric Performance Areas

Collaboration

- Leadership & Initiative
- Cooperation
- Flexibility
- Responsibility & Productivity
- Collaborate Using Digital Media
- Responsiveness & Constructive Feedback

Creativity

- Idea Generation
- Design & Refinement
- Courage to Explore
- Work with Others
- Innovation

Play based learning

Urban areas

Digital documentation

Experiential learning

Birds

Affordance and Sense of place

Learning about nature's contexts

How and why to work with children Outdoor

Physical literacy and self efficacy

My nature place

Ecology and Winter Ecology

Geology

Motoric development

Nature
The understanding of Ecology

Sustainable development

Outdoor life and Hard skills

Ice skating & Skiing

Nature playground

Coast
Freshwater
Saltwater
Water

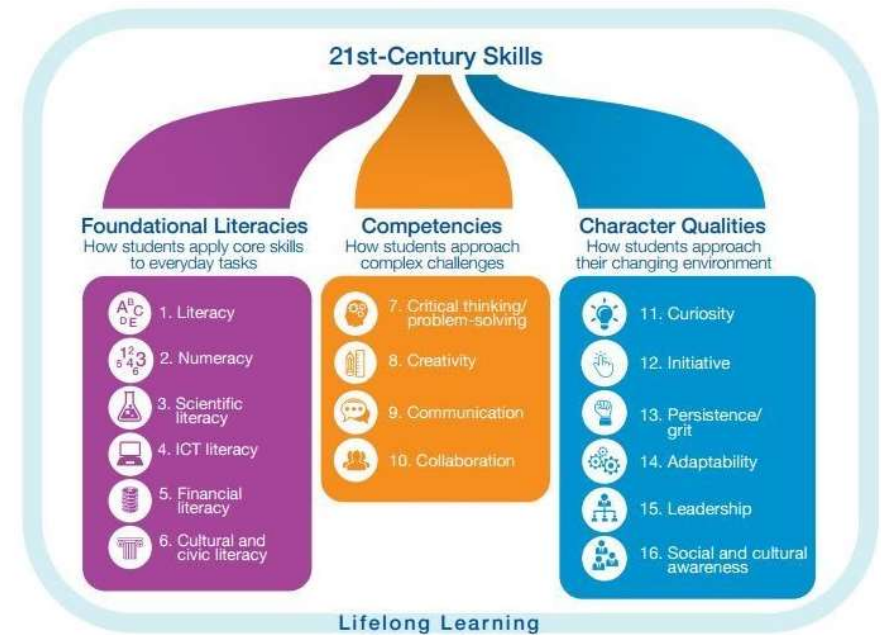
Climate

Water

Human Ecology
Human impact on nature

Camp and Map skills

21 century skills



The gap between the skills people learn and the skills people need is becoming more obvious, as traditional learning falls short of equipping students with the knowledge they need to thrive, according to the World Economic Forum report

Skills necessary in today's jobs candidates are mainly developed through social and emotional learning (SEL)

How do Outdoor work bridging the gaps?

- Moving the classroom outside
- Outdoor «schooling» based on curricula-based topics by using outdoor pedagogics
- Creating and ownership
- Choosing learning environments that inspire student active learning and engagement



Hands on! Turn all senses on!

- My nature place



- Birds



- More birds (bird ringing)



Marine life



More marine life



Geology, botany, astronomy, meteorology, entomology etc



Outdoor cooking



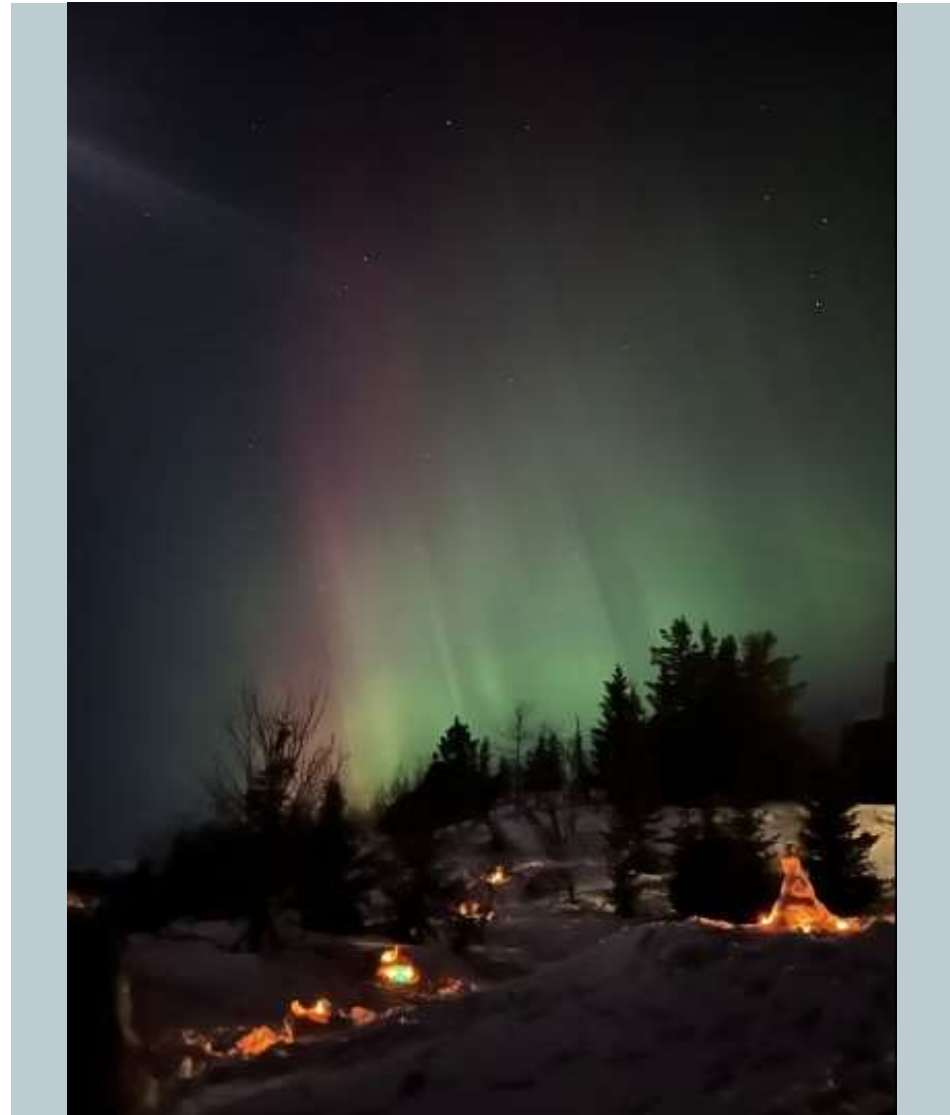
Outdoor life



Sense of place and teaching outdoors; places and landscape for play, outdoor activities and experiential learning

The student learn to :

- Practice sustainable outdoor activities in education in local landscapes such as seascape and forests reflecting nature and cultural aspects.
- Reflect on different philosophical aspects of outdoor education such as place based learning, slow and wild pedagogy.
- Use local environments for outdoor education connected to different national curricula in primary school and kindergartens. The comparative aspects of international differences and similarities will be reflected.
- Facilitate for an outdoor play, and how to practice traditional play, including snow activities in winter.
- Use storytelling, folkstories and mythes for educational purposes connected to nature and outdoor landscapes.
- Reflect on and practice sustainable use of natural landscapes and respect for more than human life.
- Develop skills to practice outdoor activities in green places and reflect upon the concept of place based learning and “friluftsliv (outdoor life)”.



Process-oriented learning

1. Indoor preparations at campus
2. Arrive at the chosen location and arrange camp
3. Building a nature playground
4. Local kindergarten kids arrive day 2
5. Assignment
 - reflection and connecting practice to outdoor theory from the reading list provided at the start of the course
6. Feedback
7. Assignment a part of the online portfolio examination in blue module
7. Local benefit



To sum it all up 😊

[Outdoor Education and Experiential Learning in Schools and Kindergartens on Vimeo](#)