
KURSRAPPORT OUTDOOR PEDAGOGY

Bakgrundsinformation

Kursens namn: Outdoor Pedagogy

Termin: Spring 2022

Ladokkod: NM185E

Kursansvarig: Helen Hasslöf

Antal registrerade studenter: 23

Antal studenter som besvarat den summativa kursvärderingen: 22

Genomförande	Sätt X
Föregående kursrapport är kommunicerad i samband med kursstart	DELVIS
Tidig dialog om förväntningar på kursen	X
Formativ kursvärdering	X
Summativ kursvärdering	X
Återkoppling till studenterna	x

Utvärderingsformer/ *Forms of evaluation*

Formativ utvärdering sker återkommande via skriftliga reflektioner som utvärderar ett antal workshops under kursens gång. Syftet är dels att uppmuntra studentens egen reflektion kring sitt lärande, men även att möjliggöra för kursledningen att ta del av studenternas tankar kring pågående undervisning. Det sker också gemensamma muntliga diskussioner kring kursinnehåll och form under kursens gång. Den summativa utvärderingen görs vid kursavslutning, dels muntligt i grupper och dels enskilt med anonyma frågeformulär via Canvas kurssida.

Formative evaluation takes place repeatedly as written reflections that evaluate a number of workshops during the course. The purpose is partly to encourage the student's own reflection on their learning, but also to enable the course management to take part in the students' thoughts about ongoing teaching. There are also joint oral discussions about course content and form during the course. The summative evaluation is done at the end of the course, partly orally in groups and partly individually with anonymous questionnaires via the Canvas course page.

Sammanfattning av studenternas kursvärderingar/ *Summary of the students' course evaluations*

Vid den formativa utvärderingen diskuteras hur studenterna ser på plats, form och innehåll för lärandeaktiviteter, vilket utgör stöd för utformandet av pågående undervisning. Studenterna ges även möjlighet att utforska och utgå från egna inriktningar och intressen inom outdoor pedagogi, vilket ger avstamp för olika inriktningar i de kommande uppgifterna under kursen.

In the formative evaluation, it is discussed how the students view the place, form and content of learning activities, which constitutes support for the design of ongoing teaching. The students are also given the opportunity to explore and start from their own orientations and interests in outdoor pedagogy, which provides a starting point for different orientations in the upcoming tasks during the course.

Den summativa skriftliga utvärderingen utgjordes av en första fråga med skriftligt formulerade svar, därefter följde 5 frågor enligt likert-skala, graderade 6-1 (6 Excellent, 5 Very Good, 4 Good, 3 Fair, 2 Poor 1 Very Poor). En fråga undersökte hur studenterna uppfattade litteraturseminarium som arrangerats digitalt vs fysiskt "on campus", eftersom det från kursledningen fanns ett intresse jämföra dessa olika undervisningsformer. Frågeformuläret avslutades med "Adding comments".

The summative written evaluation consisted of a first question with written answers, followed by 5 questions according to a Likert scale, graded 6-1 (6 Excellent, 5 Very Good, 4 Good, 3 Fair, 2 Poor 1 Very Poor). One question investigated how the students perceived the literature seminar arranged digitally vs. physically "on campus", because there was an interest from the course management in comparing these different forms of teaching. The questionnaire ended with "Adding comments".

Fråga/Question 1: *Please formulate in your own words 2 highlights (to keep or expand next year) and 2 challenges (to improve or change) of the course.*

Studenterna uttryckte positiva värderingar främst kring workshops och de praktiska momenten, men även hur teori och praktik varvats under kursen. Vidare framhöll opponeringsseminarier samt möjlighet för egen inriktning av uppgifterna som speciellt värdefullt. Som utmaningar nämnde studenterna att de önskade fler workshops och såg digital undervisning (via zoom) som icke önskvärd. Studenterna uttryckte önskemål om att besöka någon skola för att se hur uteundervisning kan ske i praktiken. En del av studenterna tyckte att informationen under introduktionen kändes som alltför omfattande och därför svår att få grepp om.

The students expressed positive values mainly around the workshops and the practical parts, but also how theory and practice were interspersed during the course. Furthermore, opposition seminars and the opportunity for individual orientation of the tasks were highlighted as particularly valuable. As challenges and improvements, the students mentioned that they wanted more workshops and found digital teaching (via Zoom) as undesirable. The students expressed a desire to visit a school to see how outdoor education can take place in practice. Some of the students felt that the information during the introduction felt too extensive and therefore difficult to grasp.

“The connection between literature, discussions during lectures and practice during workshops is very strong! Very nice way to study.”

“The opposition seminar was a nice and interesting way of knowing about our peer's outdoor plan. It was also a good opportunity to improve and change our outdoor plans.”

“This course has been very useful because in addition to the theoretical part of the course we have been able to see the practical part by doing different excursions. It has awakened my desire as a future educator to be able to implement this methodology”

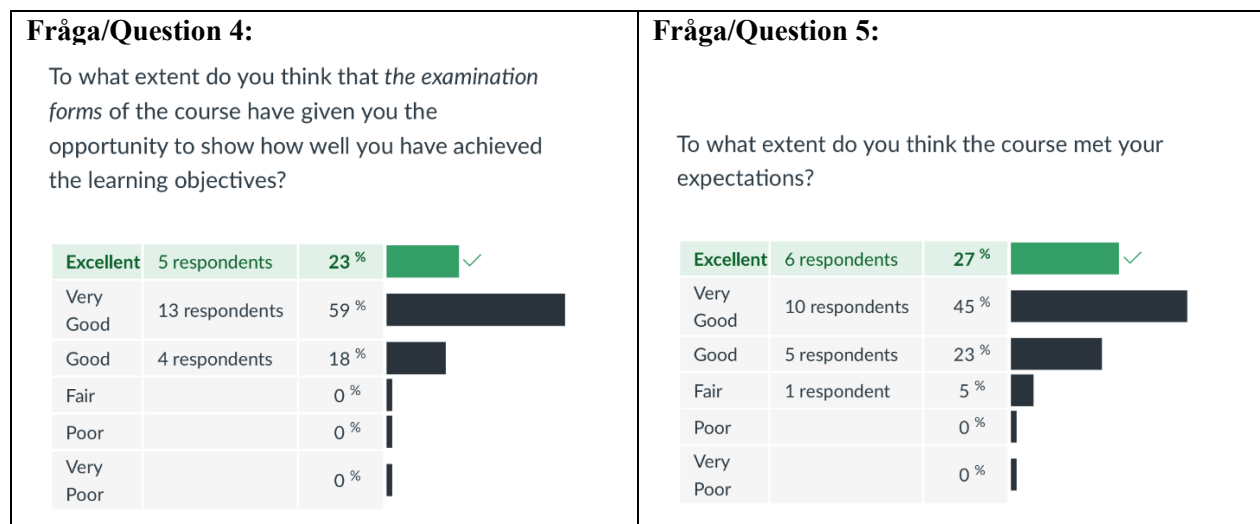
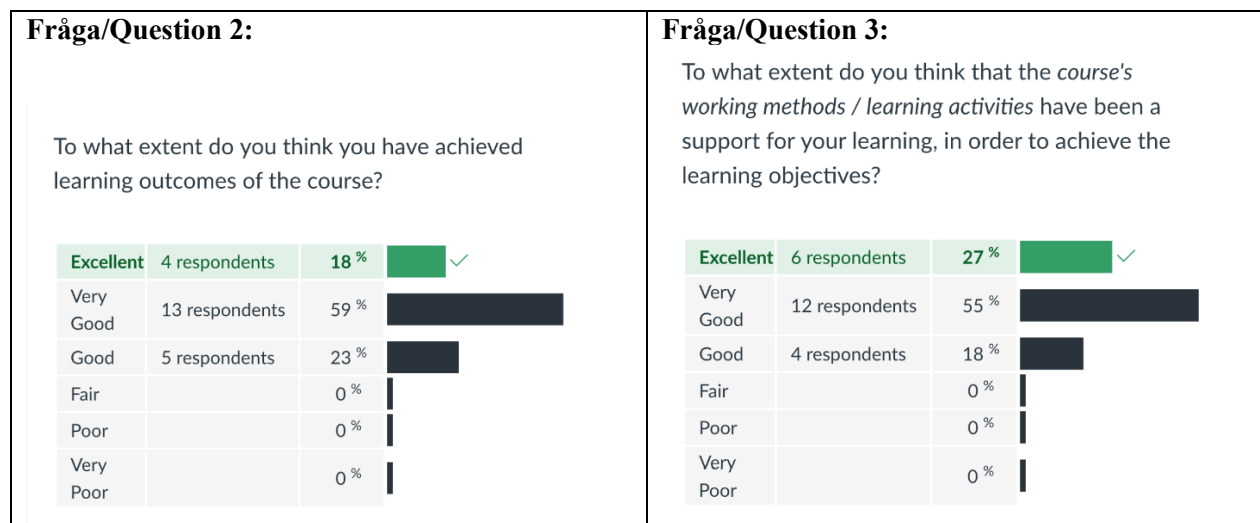
“It would have been nice to have the opportunity to see how outdoor education actually works in Malmö, that is, to go to a school and see children and teachers carrying out some outdoor activities.”

“In the beginning (introduction), what we had to do in the class to pass was a bit overwhelming”

“Try to put some more workshops “

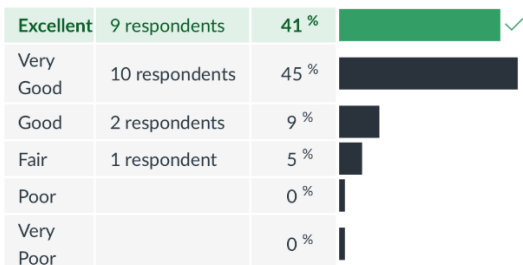
“Add more excursions such as the whole day in Skrylle”

Fråga/Question 2-6. Det totala medelvärdet för frågor med likertskala var 5,0. *The overall mean for Likert scale questions was 5.0*



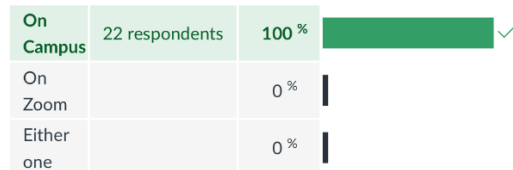
Fråga/Question 6:

To what extent has the course given you the opportunity to take responsibility for your own learning?



Fråga/Question 7:

During the course you have had 2 literature seminars, one on Campus and one on Zoom. Which form do you prefer?



Fråga/Question 8: Adding comments?

Tilläggskommentarer bestod av mycket positiv feedback från studenterna. *The adding comments consisted of very positive feedback from the students.*

“Through the outdoor plan I could really learn practical things for future work. It was the most helpful part! Also I liked that it was always open for discussion and I always felt comfortable. Thank you for everything and the effort you put in this course!”

“The best course/ class I ever had :) thank you so much! :)”

“This course allowed me to implement my own interests and it gave me skills that I will be able to use in many future professions”

“Overall, I really enjoyed this course. It has opened my eyes to the different types of education other than just classroom based. It has also inspired me to focus on outdoor education for my thesis next year. thank you!!”

Sammanfattning av lärarylagets utvärdering/ Summary of the teaching team's evaluation

Lärarylaget anser att kursen fungerat bra. Någon workshop blev inställd pga sjukdom och andra moment fick ändrat datum men i övrigt har momenten kunnat utföras som planerat. Studenternas intressen har haft olika inriktningar och berikat kursens innehåll. Kursens första period är mer intensiv med flertalet workshops i fält och andra delen arbetar studenterna med case study vilket ger lärarna en mer handledande roll. Vissa studenter har svårare att komma igång med sina case och att hitta lämplig person för intervju.

The teaching team found that the course worked well. Some workshops were canceled due to illness and other parts had their dates changed, but otherwise the teaching were carried out as planned. The students' interests have had different orientations and enriched the content of the course. The first period of the course is more intensive with several field workshops and the second part the students work with case studies, which gives the teachers a more supporting role. Some students find it more difficult to get started with their cases and to find the right person to interview.

Analys/Analysis

Kursen uppfattas positivt av såväl lärarlaget som studenterna, närvaron på kursens är god och studenterna har väl uppfyllt sina lärandemål. För många av dessa internationella studenter är kursen deras första möte med utomhuspedagogik som undervisningsform. Kurslitteraturen fungerar väl men bör uppdateras med mer aktuell litteratur. Det ses som positivt att studenternas val av forskningsartiklar ger en bredd i litteraturstudierna. Studenterna önskar mer lärarledd undervisning i form av workshops och exkursioner, vilket är en utmaning eftersom kursens nuvarande timresurser använd fullt ut i kursen. Positivt är att samspelet mellan teori och praktik setts som ett gott stöd i lärandet. Hur vi bättre kan stötta studenternas kontakt med intervjupersoner för sina respektive case studies bör övervägas. Går det att starta tidigare under kursen med denna process? Finns det möjlighet att genomföra besök på skolor i Malmö med utomhusundervisning då coronarestriktionerna tillåter? Studenterna har enhälligt önskat undervisning "on campus" och att digital undervisning undviks.

The course is perceived positively by both the teaching team and the students, attendance at the course is good and the students have well met their learning goals. For many of these international students, this course is their first encounter with outdoor pedagogy as a form of teaching. The course literature works well but should be updated with more current literature. It is seen as positive that the students' choice of research articles gives different perspectives and breadth to the literature studies. The students want more workshops and excursions, which is a challenge because the course's current resources are fully used in the course. It is positive that the interaction between theory and practice is seen as a good support in learning. How we can better support the students' contact with interviewees for their respective case studies should be considered. Is it possible to start earlier during the course with this process? Is it possible to carry out visits to schools in Malmö with outdoor teaching when the corona restrictions allow? The students prefer teaching "on campus" and that digital teaching should be avoided.

Åtgärdsplan/ Action plan

Introduktionen av kursen bör förenklas och eventuellt fördelas över fler tillfällen under kursens gång. Litteraturen bör uppdateras under hösten 2023. Lärarlaget behöver omformas då vissa av nuvarande lärare inte finns tillgängliga vt 2023. Lärarlaget undersöker om det eventuellt kan formas en (backup-) lista av intervjupersoner kopplade till olika ämnesinriktningar av utomhuspedagogik. Digital undervisning undviks i så stor grad som är möjligt. Betygskriterier/matriser ses över och uppdateras om behov finns. Kontakt tas med skolor under hösten 22/våren 23 för att undersöka om det går att ordna studiebesök av mindre grupper med studenter.

The introduction of the course should be simplified and possibly distributed over several occasions during the course. The literature should be updated in the fall of 2023. The teaching team needs to be reformed as some of the current teachers will not be available in 2023. The teaching team is investigating whether a (backup) list of interviewees connected to different subject areas of outdoor pedagogy can possibly be formed. Digital teaching is avoided as much as possible. Grading criteria/matrices are reviewed and updated if necessary. Contact is made with schools during autumn 22 /spring 23, to investigate whether it is possible to arrange study visits by smaller groups of students.

Förslag till revidering av kursplan/ Proposal for revising the syllabus

Kurslitteraturen uppdateras. *The course literature will be updated.*