Uteskole research in Norway. Results and discussion

Key note presentation on the Conference:
Existing evidence about the effects of Udeskole, 7th–9th March, 2018.
Skovskolen, Fredensborg, Denmark

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Uteskole research in Norway – my approach

› What is Uteskole in Norway?
› In 2020: New National Curriculum
› Clarifying terms in english – is it possible?
› The search for the term Uteskole
› Uteskole research in Norway. Results and discussion
› Some research groups in Norway working with Uteskole

› Inland Norway University of Applied Sciences
› Nord University
› Norwegian University of Science and Technology (NTNU)
› Oslo Metropolitan University (OsloMet)
› University of Stavanger
› Western Norway University of Applied Sciences (HVL)
What is Uteskole in Norway?

› A Didactic Practice
› Many Teachers’ Private Practices
› Implemented in Schools and in Teacher Education
› A mix of themes, methods, etc
› A variety of traditions and pedagogical principles
› A variety of opinions, understandings and practices taken /adapted from various research fields, countries and cultures.
› The experiencing of an outdoor and/or out-of-school environment
What is *Uteskole* in Norway?

› **Working method or Teaching method**  

› **Education outdoors in the local environment**  

› **Education outdoors in the nature**  
  (Vingdal & Hollekim, 2001; Fiskum et al 2012; Fiskum & Husby, 2014)

› **Glocal Uteskole**  
  (Hallås & Odberg, 2015)

› **New perspectives?**  
  › Second Language - Oral English, Speech Fluency *(a specific subject)*  
    (Myhre, phd)

  › Deep learning *(linked to our new curriculum)*  
    (Winje, phd)
What is *Uteskole in Norway*?

- **Developing the complete Human Being**
  - Physically
  - Motor skills
  - Mental proficiency: social, emotional, intellectual

- **Learning**
  - Links meaning and real life
  - Serves as a meeting place for subjects and ordinary life
  - Capitalizes on childrens’ interests and engagement (*we need more knowledge*)
  - Affects how participants self-concept (selvoppfatning) (*we need more knowledge*)
  - Involves different arena for learning

- **Physical activity** (has had a central position)
What is *Uteskole in Norway*?

› **Teaching**
  › Move areas of teaching to an outdoors classroom environment

› **Norwegian National Curriculum:**
  › **The Quality Framework (2006):**
    › [https://www.udir.no/globalassets/upload/larerplaner/fastsette_lareplaner_for_kunnskaploeftet/5/prinsipper_lk06_eng.pdf](https://www.udir.no/globalassets/upload/larerplaner/fastsette_lareplaner_for_kunnskaploeftet/5/prinsipper_lk06_eng.pdf)
  › **To clarify the responsibilities the school owners have:** (Two of eleven instructions for use:)
    › 1. Promoted adapted teaching and varied working methods.
    › 2. Paved the way for meaningful local community involvement in education

› **Interdisipinary**
  › Activating all school subjects

› **Basic Skills**
Basic Skills

› Integrated in all subject curricula, in accordance with the characteristics of each subject and the relevant levels.

› The Basic Skills
  › https://www.udir.no/in-english/Framework-for-Basic-Skills/

  › Oral skills
  › Reading
  › Writing
  › Digital skills
  › Numeracy
The outdoor education terminological jungle


Bottom-up-process


Glocal Uteskole


- Global + Local = Glocal
In 2020: New National Curriculum in Norway

› White Paper No. 28 (2015-2016) **Subject – Major – Understanding – Renewal of the curriculum**
  • **Fag – Fordypning – Forståelse — En fornyelse av Kunnskapsløftet**

› **In 2020: New National Curriculum**
  › Will establish the core elements in the subjects (kjerneelement i fagene)
  › Will encourage more Holistic Teaching
  › Will require more interdisciplinary activity
  › Will focus on the Whole Human Being – not only the subjects
  › Will continue to stress the Basic Skills [https://www.udir.no/in-english/Framework-for-Basic-Skills/](https://www.udir.no/in-english/Framework-for-Basic-Skills/)
    › Oral skills
    › Reading
    › Writing
    › Digital skills
    › Numeracy

› Three interdisciplinary themes
  - **Public health and life mastery** (Folkehelse og livsmestring)
  - **Democracy and citizenship** (Demokrati og medborgerskap)
  - **Sustainable development** (Bærekraftig utvikling)
Interdisciplinary themes (Tverrfaglige tema)

- The following interdisciplinary themes are to be prioritized in the renewal of the subjects in the curriculum:
  - Public health and life mastery (Folkehelse og livsmestring)
  - Democracy and citizenship (Demokrati og medborgerskap)
  - Sustainable development (Bærekraftig utvikling)

- Implicit in the terms interdisciplinary and cross-curricular (Flerfaglighet or tverrfaglighet) is the notion that the pupils should work with research questions or themes that require them to employ knowledge and skills from several or all subjects. Very often, the aim is to raise their proficiency in relation to both the themes and the involved subjects.

- White Paper No. 28 (2015-2016)

https://www.regjeringen.no/no/dokumenter/verdier-og-prinsipper-for-grunnopplaringen/id2570003/
Clarifying terms in english, is it possible?

- **Uteskole** (Norway)
- **Udeskole** (Denmark)
- **Utomhuspedagogik** (Sweden)
- **Utiskoli – Utikennsla** (Iceland)
- Outdoor Education
- Outdoor Learning
- Outdoor School
- Education outside the classroom
- Teaching outside the classroom
- Learning outside the classroom
- Outdoor learning practices
- The Outdoors
- Forrest school
- Outdoor Pedagogy
- Outdoor Activities
- Use of the natural environment
- Outdoor Practices
- Outdoor Didactic Practices
- Nature-based Outdoor Recreation - **Friluftsliv**
- Nature-based Outdoor Recreation in the local environment – **Nærfriluftsliv**
- School-camp - **Leirskole**
- Locally-based learning – **Stedsbasert læring**
The search for the term *Uteskole*

› **Bachelor Thesis**
  
› **Master Thesis**
  Design and Methods
  › case studies
  › literature studies
  › qualitative studies

› English abstracts:
  › Outdoor Education
    • most common term
  › Use of the natural environment

› **Books**
  
› **Articles in magazines, newspapers and online**
  › «Stories» told by teachers, school leaders, schools, parents, students, journalists etc

› **The Sustainable backpack**
  
› [https://www.artsforyoungaudiences.no/](https://www.artsforyoungaudiences.no/)

› **The Cultural School Bag**
  
› [https://www.artsforyoungaudiences.no/](https://www.artsforyoungaudiences.no/)
Den naturlige skolesekken 2017/18
The Sustainable backpack

2017/18
• 135 schools (44 is new)

Schools 2009 – 2018
• 620 schools

https://www.natursekken.no/c2000610/artikkel/vis.html?tid=1996589
https://www.artsforyoungaudiences.no/
Uteskole research in Norway. Results and discussion

The following researchers were contacted:

- Arne N. Jordet, Inland Norway University of Applied Sciences
- Tove Anita Fiskum, Nord University
- Øystein Winje, Oslo Metropolitan University, OsloMet
- Tone S. Myhre, Nord University
- Egil G. Gjølme, Norwegian University of Science and Technology, NTNU
- Torbjørn Lundhaug, Western Norway University of Applied Sciences, HVL
Inland Norway University of Applied Sciences
Arne Nikolaisen Jordet, Professor, arne.jordet@inn.no
Arne Nikolaisen Jordet

› Doctoral thesis (2007)
› Didactic
› Cultural Formation (Bildung)
› Adapted learning (Tilpasset opplæring)

› Nærmiljøet som klasses (Dr. philos, 2007).
› Klassesrommet utenfor (2010).

› He is still a Norwegian mentor, researcher, writer and is a leader figure in Norway
› Publications: https://wo.cristin.no/as/WebObjects/cristin.woa/wa/fres?sort=ar&pn=328304&la=no&a ction=sok
- explore whether outdoor education as an alternative and complementary pedagogy could contribute to holistic learning and safeguard healthy development for the children involved.

- the main focus has been on behavioral regulation, physical activity, communication and the emotional state of the pupils, but additional variables such as increased learning in academic situations, pupils' well-being, and experiences with different school activities have also been taken into account.
The engaged pupil: curiosity, investigation and activating teaching at school (2018)
  Den engasjerte eleven: Undrende, utforskende og aktiviserende undervisning i skolen

Opportunities and challenges associated with uteskole in primary school (2017)
  Muligheter og utfordringer med uteskole på barnetrinnet

Children with Reading Disabilities and Outdoor Education (2015)

How Schools With good academic results justify their use of outdoor education (2015)


Individual Differences and Possible Effects from Outdoor Education: Long Term and Short Term Benefits (2012)

Outdoor education gives fewer demands for action regulation and an increased variability of affordances (2012)

Relation Between the School Environment and the Children's Behaviour (2012)


The Effects of Outdoor Education and Second Language (L2) Speech Fluency

Outdoor education – Motivation - English speech fluency

How might outdoor education help pupils increase their speech fluency in English?

RQ 1: What motivates pupils for learning spoken English production, and how might outdoor education increase the pupils’ motivation for learning spoken English?

RQ 2: How can outdoor education help pupils become active agents in their own learning of spoken English?

RQ 3: How does outdoor education help different learners become active agents in their own learning of spoken English?

RQ 4: Does outdoor education help different learners improve their speech fluency in English?
Aim: How students and teachers perceptions and experiences in outdoor learning can indicate deeper learning in primary schools.

- inspiration from experiential pedagogy and focuses on the interaction in learning processes between perceptions, experiences and practical actions in different places, and the acquisition of theoretical knowledge.

Main research question:

Can outdoor-learning contribute to deep learning in primary school?

Results.

- One review article with a focus on deep learning
- Two articles reporting on a fieldwork (observation and interview) on outdoor-learning.

Research question for review:

“How is the term deep learning understood in research literature and how does it communicate with or relate to other relevant pedagogical and didactical terms”?

Research questions for fieldwork:

- “How do students experience learning through oscillation between classroom and outdoor learning?”


NTNU – Norwegian University of Science and Technology  
Egil G. Gjølme, Associated Professor  
egil.gjolme@ntnu.no

› Østern, Tone Pernille; Gjølme, Egil Galaaen. (2015)  
› Outdoor Education as Aesthetic Pedagogical Design in Nature Space Understood as Thirdspace. Sport and Art, vol. 3 (1).

› Uteskole as a pedagogical tool  
› Uteskole som pedagogisk verktøy. In Idrettspedagogikk.

› Gjølme, Egil Galaaen. (2014)  
› The outdoor space as a classroom  
› Uterommet som klassesom In Kroppsøving.

› Gjølme, Egil Galaaen; Østern, Anna-Lena. (2014)  
› To relate to the reality in the reality - uteskolens dramaturgi in teacher education  
› Å forholde seg til virkeligheten i virkeligheten - uteskolens dramaturgi i lærerutdanningen. In Dramaturgi i didaktisk kontekst.
› Doctoral Thesis (2012)
› «Dialogue for learning. The investigative scientific conversation in uteskole»
  › «Dialog for læring. Den utforsknende naturfaglige samtalen i uteskole»

› - Investigative conversations about science in outdoor school
  › (utforskende naturfaglig samtale i uteskole)
› - Conversations between teachers and pupils
  › (samtaler mellom lærer og elever)
› - The teacher’s roll in supporting pupils’ scientific understanding
  › (lærerens rolle i å støtte elevenes naturfaglige forståelse)
Western Norway University of Applied Sciences
Torbjørn Lundhaug, Associated professor, now a phd-student torbjorn.lundhaug@hvl.no
Outside! Nature-based outdoor recreation *(Friluftsliv)* - pedagogical, historical and sociological perspectives
  - (In Higher Education)

Sames’ cultural experiences with outdoor play – a case study
  - (In Pre-school)

Situational factors in nature – a case study of flexible leadership in the education of day-care and kindergarten teachers

Nature – the lived body conquores place
  - (space – place)
  - (Merleu-Ponty)

Course:

*Aesthetic and Outdoor Education*

HVL (campus Bergen) 30 ects

*Friluftsliv* in Physical Education: At HVL a part of bachelor in Physical Education and Sports
Some publications:


Western Norway University of Applied Sciences
Bjørg Oddrun Hallås, Dosent/Professor in Physial Education boh@hvl.no
From 1992: Many projects, courses, lectures, research, publications etc

2002-2006: COMENIUS project: Outdoor Learning – Healthy body Healthy mind

2003: The Stone Age: (An interdisiplinary project – The result – a film.)

2005-2007: Outdoor school and Physical Activity

2009-2015: Research projects:
   1. The practical-esthetic subjects
   2. Teachers' teaching practices
   3. Basic Skills
   4. Lesson Study

In 2012: I established a research group and was the leader

The Nature as an Arena for Cultural Formation

In 2016: New research group with two leaders: B.O. Hallås and O.O. Sæle

Formation – Nature, Body and Movement
   https://www.hvl.no/en/research/group/dannkb/
   https://wo.cristin.no/as/WebObjects/cristin.woa/wa/presentasjonVis?pres=529472&type=GRUPPE
Some projects about Outdoor School:

- Trainee teachers’ kajak padling - as part of their Master of Physical Activity and Diet in a School Environment
  - (Lærerstudenters kajakkpadling)
- Professional practice related to nature and cultural development, in kindergartens and schools
  - (Natur og danning profesjonsutøvelse, barnehage og skole)
- Physical work in the forest (in Physical Education)
  - (Kroppsarbeid i skogen)
- The outdoor glocal school – Nordic collaboration in teacher education (Norway and Iceland)
  - (Glokal uteskole – Nordisk lærerutdanningssamarbeid)
- The use of outdoor school in the practical-esthetic subjects in primary school
  - (Bruk av uteskole i de praktisk-estetiske fagene på barnetrinnet)
- Physical activity in school for 11-12-year-olds (2007)
Since 2015:

I joined the research group:

*NaChiLitCul - Nature in Children’s Literature and Culture*

- *The Nature in Culture Matrix (fig 1. next page)*
- Ecocritical dialogues in outdoor practices

- [https://wo.cristin.no/as/WebObjects/cristin.woa/wa/presentasjonVis?pres=519007&type=GRUPPE](https://wo.cristin.no/as/WebObjects/cristin.woa/wa/presentasjonVis?pres=519007&type=GRUPPE)

- [http://blogg.hvl.no/nachilit/](http://blogg.hvl.no/nachilit/)

- [https://app.cristin.no/projects/show.jsf?id=454795](https://app.cristin.no/projects/show.jsf?id=454795)
Fig 1. The Nature in Culture Matrix (http://blogg.hvl.no/nachilit/)

› The Nature in Culture matrix
  › (The NatCul Matrix)
View of nature: a lower-secondary school day by, on and in the sea (2017)

- Natursyn en undervisningsdag på ungdomstrinnet – ved, på og i sjø.

This article (2017) presents a research project that studied an 8th-grade class nature-study excursion that was spent in, on and by the sea.

The investigation focused on how nature, in this case water, sea and the coast, was represented in the teaching practices observed.

The findings showed that teaching in which pupils experience closeness to nature was people-centered and the perspective was anthropocentric; and that a celebration-of-nature view dominated.

Some selected publications about *Uteskole*:


