



Course syllabus

Faculty of Social Sciences
Department of Education

2FL010 Utomhuspedagogik i förskolan med fokus på platsrelaterat lärande , 7,5 högskolepoäng

Outdoor Education in Preschool with focus on place-related learning, 7.5 credits

Main field of study

Education

Subject

Education

Level

First cycle

Progression

G2F

Date of Ratification

Approved 2024-06-10.

Revised 2026-02-24. Revision of types of instruction and course literature.

The course syllabus is valid from autumn semester 2026.

Prerequisites

Qualifying preschool teacher's degree or equivalent.

Objectives

Upon completion of the course, students should be able to:

- describe the historical development of outdoor education,
- account for the theoretical foundation of and current research into the field of outdoor education,
- explain the conditions for learning and how outdoor education may boost

- children's learning and physical, psychological and social development,
- plan, carry out and evaluate educational work in the outdoor environment with reference to research, the pre-school curriculum, and course literature.

Content

The educational value of outdoor education is focused on through the entire course. The outset of the course is current research into teaching and learning in outdoor environments, but it also touches upon humans' approach to nature and outdoor education from a historical perspective. The emphasis is placed on the importance of the place to children's learning. Scientific theories and processes are studied by means of experience-based and place-based learning. Health aspects of outdoor education are also looked into, and the importance of outdoor environments to the motor, perceptual and social development, as well as children's play and exploration in outdoor environments. The course also includes practical elements of outdoor recreation techniques - the role of outdoor recreation in society and its importance to humans' contact with nature, and their health and well-being.

Type of Instruction

Types of instruction include lectures, workshops and seminars.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Examination of the course objectives takes place by means of two individual written assignments, and one individual oral presentation at a seminar.

In order to receive a grade of Pass in the course, the course objectives must be attained.

For a grade of Pass with Distinction in the entire course, it is required that the second individual written final assignment is graded Pass with Distinction and the other examinations must be assessed with Pass.

Resit examination is offered in accordance with Linnaeus University's Local regulations for courses and examination at the first- and second-cycle levels.

In the event that a student with a disability is entitled to special study support, the examiner will decide on adapted or alternative examination arrangements.

Course Evaluation

A course evaluation should be conducted during the course or in connection with its conclusion. The results and analysis of the completed course evaluation should be promptly communicated to students who have completed the course. Students participating in the next course instance should be informed of the results of the previous course evaluation and any improvements that have been made, no later than at the start of the course.

Required Reading and Additional Study Material

Brügge, Britta, Glantz, Matz & Sandell, Klas (latest edition). *Friluftslivets pedagogik*. Stockholm: Liber. (288 p.).

Dahlgren, Lars Owe, Sjölander, Sverre, Strid, Jan Paul & Szczepanski, Anders (latest

edition). *Utomhuspedagogik som kunskapskälla*. Lund: Studentlitteratur. (205 p.).

Manni, Annika, Annerbäck, Johanna, Löfgren, Håkan, Mårtensson, Fredrika & Fröberg, Andreas (2024). Places, spaces and encounters with nature – socio-material discourses in Swedish preschools. *International Journal of Early Years Education*, 1-19.

Naturvårdsverket (2023). *Naturen som kraftkälla*. Naturvårdsverkets webbbokhandel. ISBN: 978-91-620-7116-5. Available on the Internet.

Sundberg, Bodil, Areljung, Sofie, Due, Karin, Ottander, Christina & Tellgren, Britt (latest edition). *Förskolans naturvetenskap i praktiken*. Malmö: Gleerups (176 p.).

Szczepanski, Anders & Andersson, Per (2015). Perspektiv på plats – 15 professorers uppfattningar av platsens betydelse för lärande och undervisning utomhus. *Pedagogisk forskning i Sverige*, 20(1-2), 127–149.

Szczepanski, Anders (2013). Platsens betydelse för lärande och undervisning – ett utomhuspedagogiskt perspektiv. *NorDiNa: Nordic Studies in Science Education*, 9(1), 3–17.

Policy documents in force for pre-school are also included, approximately 60 pages, and scientific publications, approximately 40 pages.