How is *udeskole* understood by teachers?

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*Udeskole*, known as regular education outside the classroom, is growing as an integral part of school practice in Denmark. This study explores the teachers’ intentions and practice in performing *udeskole*.

**CONTEXT**

PhD project in TEACHOUT
Four year qualitative study of experienced *udeskole* teachers, 2013-2017
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1: What reflections do the experienced *udeskole* teachers have about their *udeskole* practice?

2: How is *udeskole* teaching performed by Danish experienced *udeskole* teachers?

3: How can reflection, dialogue, and self-assessment develop the *udeskole* teaching?

**APPLICATION**

The research will contribute to the understanding of the teaching methodologies in the *udeskole* and the development of a targeted *udeskole* action in pre-service and in-service teacher development. Furthermore, the study can inform practice as teachers’ and teacher educators.

**METHODS**

Semi structured interviews of ten experienced *udeskole* teachers from Denmark.

Selection of and multi-case study of five teachers’ *udeskole* practice in Mathematics and Science/technology, including observation studies and naturally occurring data.

Second Order Phenomenological Observation Scheme (SOPHOS) study of five participating teachers, reflecting upon their own practice.

**EXPECTED RESULTS**

The result can inform policy in relation to training of teachers in *udeskole*. The results will be presented in three articles, one to each research question and a PhD thesis.