

English Abstract

This PhD thesis is based on research conducted at the Department of Nutrition, Exercise and Sports (NEXS), at the University of Copenhagen from 2013 to 2018. The focus of the thesis is teaching outside the classroom on a regular basis; a practice known as *udeskole* in Denmark. As *udeskole* is prevalent in Danish schools, it is relevant to study teachers' didactical and educational approaches. The title 'To teach in *udeskole*. Perspectives on didactics and the teacher's work', is operationalised into three research questions:

- 1: What is the theoretical didactical background for *udeskole*, and how do teachers teach in *udeskole*?
- 2: What are the experiences teachers have of continuing the *udeskole* practice?
- 3: What are *udeskole* teachers' notions about good practice in *udeskole*?

The thesis consists of a descriptive article concerning the didactical-pedagogical theoretical background for *udeskole*, three empirical analyses and this cover. In the thesis, interviews with and observations of experienced *udeskole* teachers constitute the background for an analysis of what the particularity of *udeskole* is. The hub of the thesis is the teaching, and the teachers.

The analysis of ten interviews with experienced teachers identifies *udeskole* as a practice that balances both formational and knowledge-based educational goals. The thematic interview analysis is founded in a Self Determination Theory. The analysis revealed how the teachers' choice to teach outdoors helped them maintain their sense of professional self-determination and competence, but also that they could feel isolated at their workplace. Observation of *udeskole* teaching demonstrated how *udeskole* supports an inquiry-based approach to the subjects of mathematics and nature/technology.

The analysis presents *udeskole* as an educational approach which is in accordance with a holistic view on education and educational experience. The final article in the thesis concerns how this particularity may be expressed and unfolded, balancing different domains in education.

Keywords: inquiry-based teaching, *udeskole*, *udeskole* didactics, teaching outdoors, teacher reflections, thematic interview analysis