

Traditional use of nature in school



Hunting and dogsledding in school, interdisciplinary and culturally responsive education outside the classroom in *Kalaallit Nunaat* (Greenland) – a case study

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Content of my presentation

- Short introduction to Greenland and education in Greenland
- My Ph.D.-project
- The case – an elementary school class for children with special needs in Greenland



Greenland (*Kalaallit Nunaat*)



- Former Danish colony, today self-governed part of Kingdom of Denmark with the right to independence
- World's largest island, only 57,000 inhabitants
- Isolated communities – no roads or railroads between towns and villages
- 90 % Greenlandic Inuit (*Kalaallit*) or mixed Inuit-European¹
- Greenlandic culture is Inuit culture
 - Hunting and fishing and gathering from nature – fulltime and part time, are important for the economy, for many households, and for quality of life²
 - Influenced by Danish-European culture (political system, Nordic welfare system), family connections, education etc.

¹ Statistics Greenland (2022)

² Steenholdt (2019), Poppel (2017)



Education in Greenland

Educational system build after Danish model and education of Greenlandic teachers old – started in 1724, Teachers Training College in Greenland from 1845¹

Bilingual education system (Greenlandic and Danish) from the beginning

Greenland responsible for education since 1980

Most teachers in primary school are Greenlanders (*Kalaallit*), teaching language mainly Greenlandic (*Kalaallisut*)

Success and challenges:

Significant raise in access to education and in educational level, but challenges on several levels:²

High procent (60%) of people between age 18 and 25 have no education beyond primary school³

Challenges in learning outcome and motivation⁴

Book-based in-classroom teaching dominate⁵

¹Darnell & Hoëm (1996)

²Lennert (2021)

³Statistics Greenland (2022)

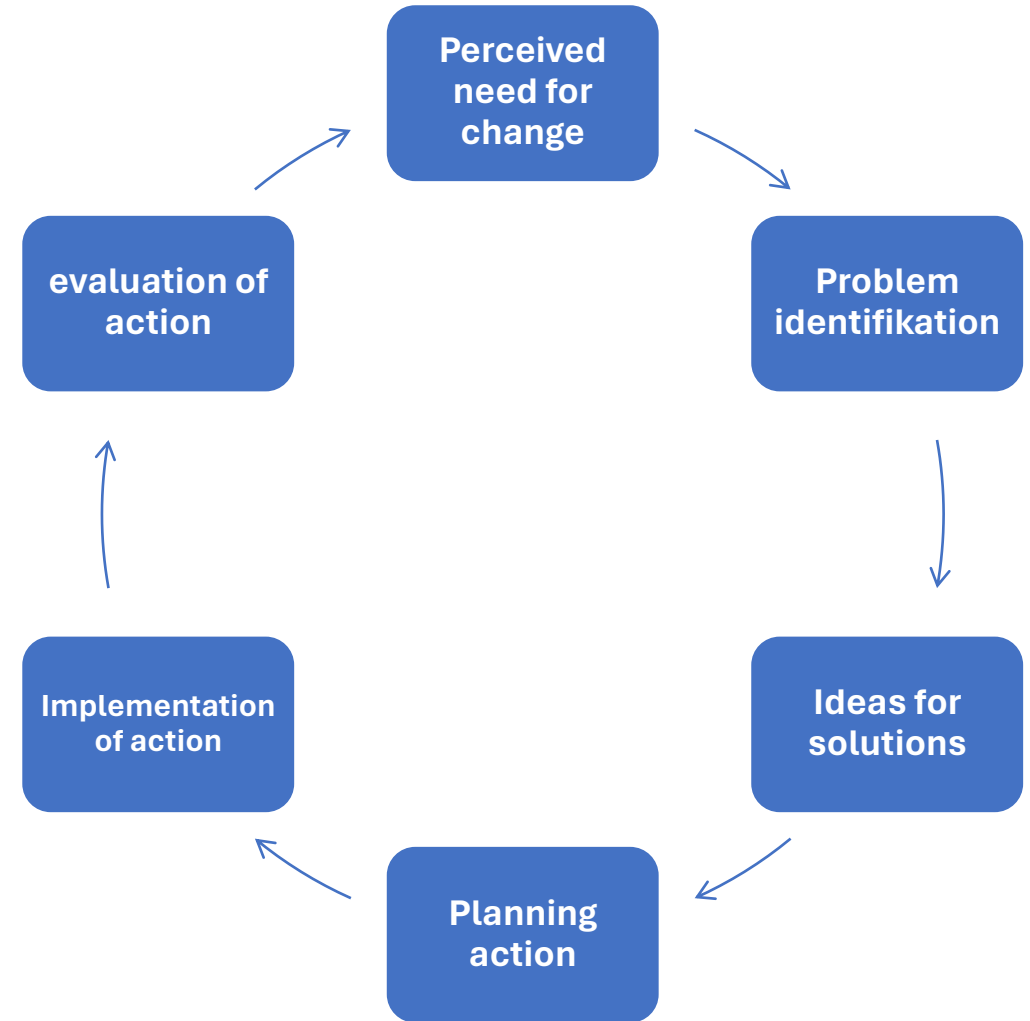
⁴Demant-Poort & Andersen (2022) EVA (2015)

⁵Demant-Poort & Andersen (2022)



My Ph.D. project and this case

- How can school-based Education Outside the Classroom educational design and pedagogy be developed, so it can motivate and promote learning?
- Participatory Action Research in collaboration with schools and teachers in three schools three different places in Greenland
- This case – an elementary school class for children with special needs in a Greenlandic village, where traditional use of nature was used in teaching
- The children lived in residential institution due to neglect home
- I observed, did interview and looked at student products



The Action Research Circle (after Lewin, 1947)



Hunting Arctic Hare in CREOtC – an example



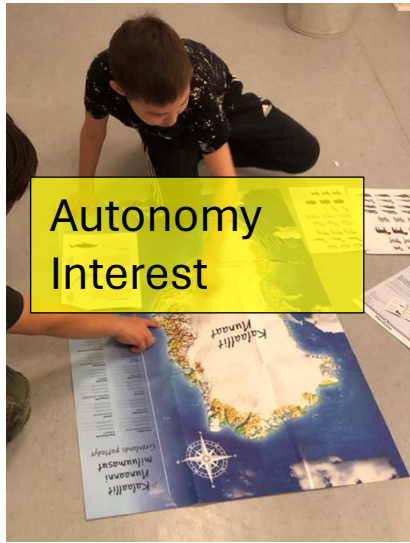
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Autonomy
Interest



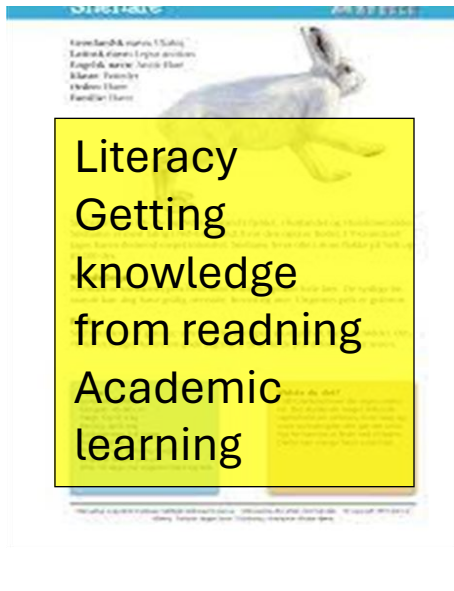
Math and
craftwork



Concentration
Moving in
nature
Action
Safety



Mastery
experience
Connection
with own
nature and
culture
Gratefulness



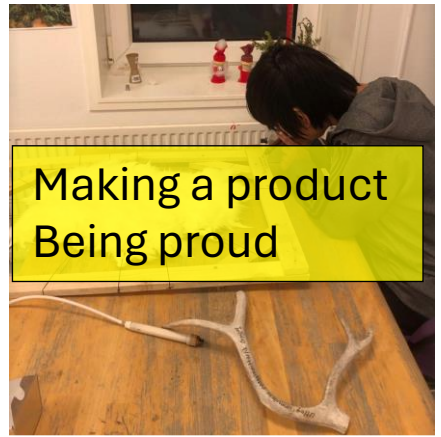
Literacy
Getting
knowledge
from reading
Academic
learning



Body
Collaboration
Trust
Safety



Anatomy
Handling
game
Cooking

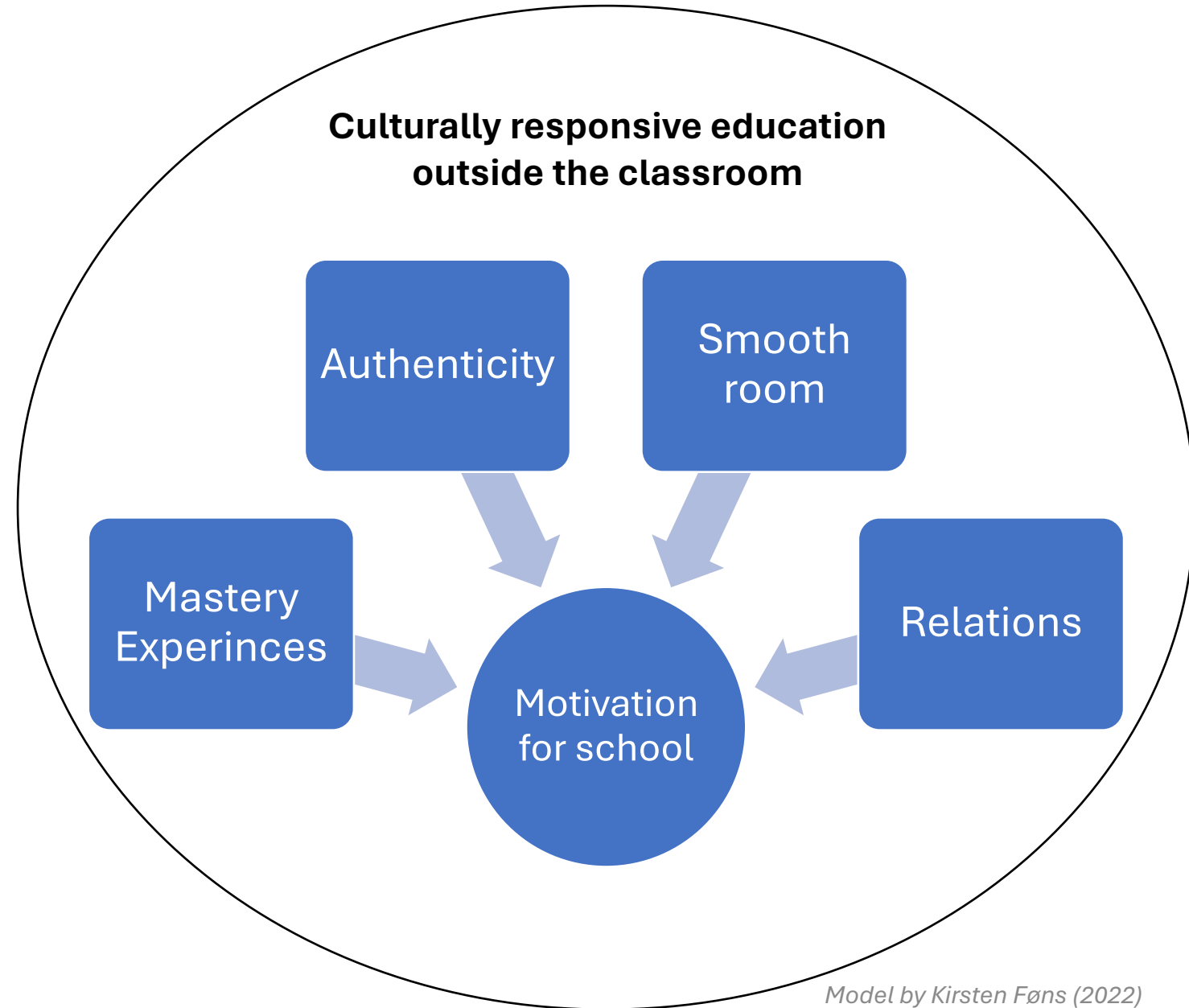


Making a product
Being proud

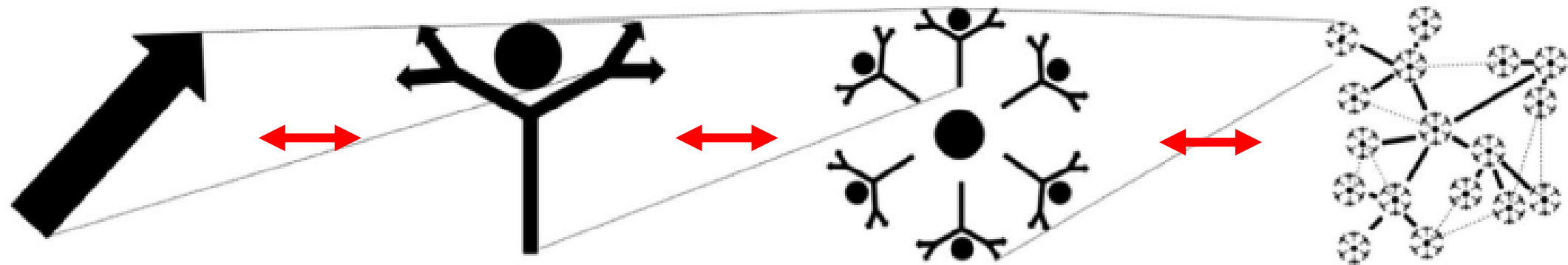
Learning, motivation and well-being in interdisciplinary CREOtC teaching

Analysis of student interview and observation:

- CREOtC conneted with intrinsic motivation
- Four main factors promote motivation
 - Mastery experinces
 - Authenticity
 - Smooth room
 - Relations



Evolution of a sustainable learning discourse: Learning as a collaboration between the child, the community (the class and the school) and nature



<https://learningdiscourses.com/learning-discourses/>

Culturally Responsive Education Outside the Classroom (CREOtC) - a pedagogy for the future in Greenland – and in the rest of the Arctic

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Main literature

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Thanks. Questions?

