

The Art of Outdoor Learning

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Abstracts

This article targets the development of the European Union modern version of the school of the future, which could be a useful tool in every European country creating the national curriculum. European Union needs Education a bridge vision. The final result the research is a new method as outdoor education and will be a useful tool for all the European countries in building modern national curriculums and modern education systems and schools in modern Europe. In process to develop outdoor education are countries representing three different continents: Europe, Asia and Oceania. This project is giving a good opportunity for the future cooperation between Europe, Asia and Oceania. Education a Bridge is a worldwide network in education and can help in the global world.

Keywords: Outdoor Education, Modern Educational Systems, New Schools, Bridge Vision.

1 Introduction

In this article, we will collect together all the best solutions, innovations and visions in the education of the seven participating countries representing different cultures and societies of three different continents: Europe, Asia and Oceania. All the countries Finland, Slovenia, Croatia, Turkey, Iceland, Australia and New Zealand are in the frontline of innovative educational development work. All countries want to build together a new outdoor approach in education. Outdoor education will be as a new approach in education.

A new outdoor and innovative vision in education is needed as an answer to the rapidly changing world and the significant global challenges. Europe is more and more multicultural, and in every European school, students are representing different cultures and different backgrounds. Teachers in Schools need new support.

Environmental problems are global, and the solutions are also global. We have to help the future generations to adopt a sustainable way of living, and this work should start already in kindergartens and pre-schools. Outdoor education is as a way of bringing new ideas for this important work.



2 Methodology

Outdoor education is collecting together the best innovations and vision in the education of seven countries representing three different continents: Europe, Asia and Oceania. We are collecting the ideas, hopes and visions in the education of students representing three different continents and the final result of the article will be a thesis: outdoor Education a Bridge in the future.

The thesis will examine the working process and the final output the new practical vision of the school of the future. All the research partners are experienced educational experts, and before this research, we have been doing successful cooperation and projects together. New Zealand: Autonomy with self-managing schools, the idea of Communities of Learning (COL), professional learning and development system for school leadership and teachers (PLD), learner centred, culturally inclusive educational practices supported by powerful partnerships especially between home and school. This has strong positive outcomes particularly for minority learners (Māori, Pasifika, low socioeconomic families and students with diverse learning needs). Australia: The innovative teacher training system of Australia, the Australian education system - a package full of options to choose. "Smart School" - a partnership with Samsung to try and integrate technology into the classroom: Iceland: New national curriculum: Comprehensive idea of six essential elements: sustainability, health & wellbeing, democracy & human rights, equality and creativity. They can be seen and felt through out procedures, communication and atmosphere on all levels. Emphasis is put on flexibility and continuity in education and between school levels, both in subject meaning and procedure. Emphasis is also on the development of the school system and teachers professionalism on all school levels. Slovenia: Curriculum and pedagogical approach of sustainable development, outdoor teaching, mindfulness in education, learning through all senses. Turkey: Respect and confidence for people, regarding national and moral values, development, creativity and innovation, adaptation to technology, strong communication, equal opportunity, adopting a solution-oriented approach, using the sources in an effective way, the awareness of social responsibility, the awareness of responsibility and duty. Enabling all disadvantaged individuals at all stages of education to have the chance of education and increase the opportunities of accessing to education - one of the most critical priorities of the Turkish education system. Croatia: Successful solution to fight against early school leaving after the basic education: Three models of apprenticeship in VET programmes: classic, industrial and JMO (a unique model of education). JMO has proven to be the most successful one preparing students best for work as well as making them competitive in the EU work field. JMO is well-regulated in several legal acts and regulations, and it leaves a certain space free for stakeholders of this type of education (schools, licensed enterprises, Crafts Chamber) to create and define some education policies together. The current JMO programmes provide some benefits for students in comparison to other VET programmes. The Croatian school system has very good pre-service and in-service training. Upon graduating at University, all future-to-be teachers have to do a one year pre-service or in-service training with a mentor, job shadowing, conduct their own mentor-guided lessons and pass a state exam proving that they have successfully mastered the latest trends in pedagogy, didactics and methodology of teaching as well as have a comprehensive understanding of Croatian legislature related to education.

3 Results and Discussion

In order to build the capacity of students to make decisions and be responsible for their choices, the action competence approach provides them with opportunities to engage with issues in their community beyond the classroom. The approach can be summed up as, IVAC:

- Investigation
- Vision
- Action
- Change

The students decide or are guided towards the issue to study, but then they take the lead in investigating the background to the issue. They not only explore what is happening (e.g. the pollution levels in local steam), they also need to find out why this has occurred.

At the vision stage, students think about how this situation could be improved. They then decide on an action that can help to bring about their vision. The term ‘action’ has a specific meaning in action competence. It must be more than a diversion from academic learning; it should be done with a specific change in mind. Additionally, an action should be something that the students have decided to do themselves. If they are simply doing what they are told, then this is merely an activity.

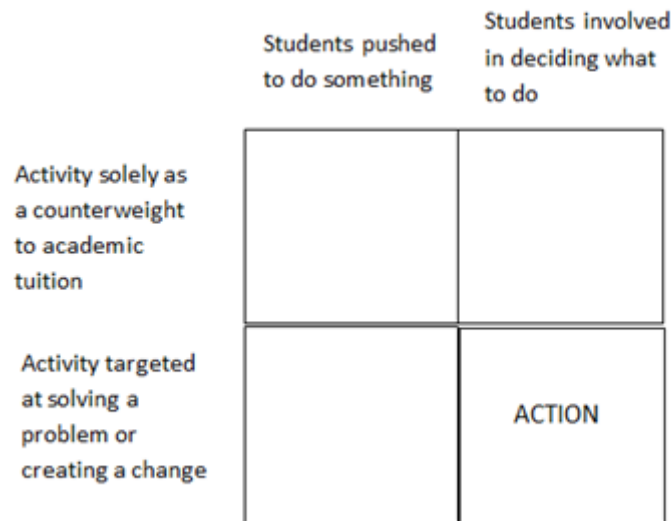


Figure 1: Criteria for ‘Action’ (From Jensen & Schnack 1997).

4 Learning through all Senses

All our senses teach us about the world. However, some of us may approach learning most actively through sight; others, through sound. To build on children's natural tendencies, tune in to their preferences.

“When I hear, I forget.

When I see, I remember.
When I do, I understand.”

COMPETENCIES THAT ARE WON THROUGH OUTDOOR LEARNING

- acting responsible in the environment;
- efficient environment problems solutions;
- critical thinking development;
- the ability to analyze;
- the ability to interpret,
- ability to synthesize conclusions,
- transfer theory into practice,
- ability to independent and team work.



Figure 2: Outdoor learning developed useful competencies.

The old Chinese proverb shows the importance of the senses in the learning process. The five senses of hearing, touch, sight, taste and smell are the primary means we use to gain new knowledge. We rarely experience one sense alone. Our sense work together to give us a total picture of our experiences (By Robert Wortman from Parent Articles (1988)).

People of all ages learn best when involved in meaningful experiences. Learning takes place when the mind can put together information from all the senses and make a connection with past learning. Using many senses to gain information helps to learn to be more meaningful and useful. Children naturally learn with all the senses. From birth, children are experts at learning with all five senses active. They have not learned to select the information from anyone sense as more important. They are interested in everything!

5 Mindfulness in Education

Mindfulness is an incomprehensible awareness of what is happening at the present moment (Kabat-Zinn 1990; Černetič 2005, 74). Three essential ingredients of mindfulness are the purpose, attention, self-discovery and self-regulation (Shapiro idr. 2006). All three components are interdependent and lead to improved learning and learning outcomes. The

first two components of mindfulness refer to awareness and the third to change what we are aware of (Knez, Konečnik Kotnik 2016).

Curriculum development in Western Universities under the emergent systems paradigm

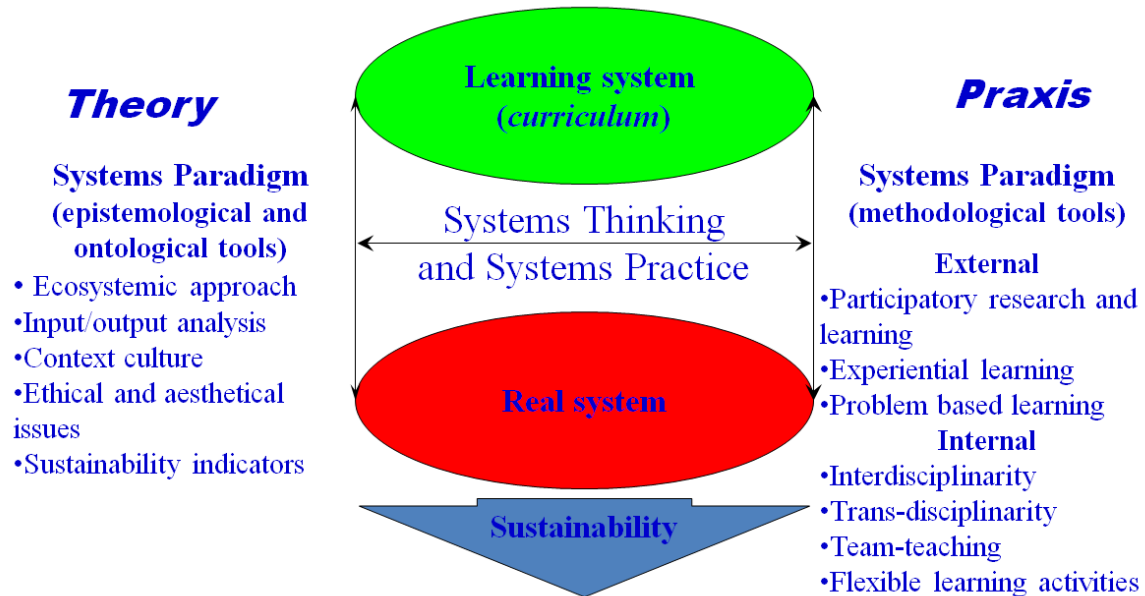


Figure 3: Outdoor learning based on theory and praxis.

The "purpose" component brings the answer to the question of why an individual learns, or what he wants to achieve by learning. The "self-examination" component refers to the student's competence, which may be conscious or unconscious (Rupnik Vec 2008). In order to improve learning outcomes, it is essential that the pupil's competence is aware. The purpose of self-examination is thus to raise awareness of pupils' (in) competences, which is an essential step towards identifying the areas that need regulation. "Self-regulation" enables feedback that is established when individuals are aware of their behaviour and mental content (Černetič 2005, 80). A prerequisite for self-regulation is, therefore, the establishment of a self-obscure self-examination that encourages the development of realistic self-image. When mindfulness is established to the extent that through the self-examination allows the development of self-regulation, the student can develop in the so-called self-regulating student. Such a learner perceives learning as a process in which he is metacognitive, motivating, and behaving actively (Zimmerman 1994; Tomec 2006, 76).

The above theoretical starting points can be manifested in:

- identifying and developing examples of mindful learning (e.g. mindful visualization of geographical processes and phenomena) indoors or outdoors;
- researching links between learners' intent, self-observation and self-regulation in learning (geography) - can also be through portfolios;
- preparing examples of mindful learning on selected topics (eg self-care or multicultural sensitivity or collaboration with "non-school" environmental stakeholders);

- the design of learning instruments (questionnaires for determining purpose, self-examination and self-regulation in learning (geography));

6 A Multisensory Approach

There are some children who have a multisensory approach to learning, which means they need to use all of their senses to truly understand a concept or idea. A demonstration accompanied by an explanation and the opportunity to try it on his own brought a multisensory success. Learning through as many senses as possible is fun, and children will relish experiences even more.

Our experience of our environment is informed and enriched by our senses so using the senses should be a fundamental element of any environmental education because they help us to tune in to our environment. (Paul Vare, 2017)

The process is completed by the students evaluating any change that may have taken place as a result of their action.

EDUCATIONAL - RESEARCH CENTER DOLE

Learning by doing process – experimental learning through first-hand experiences

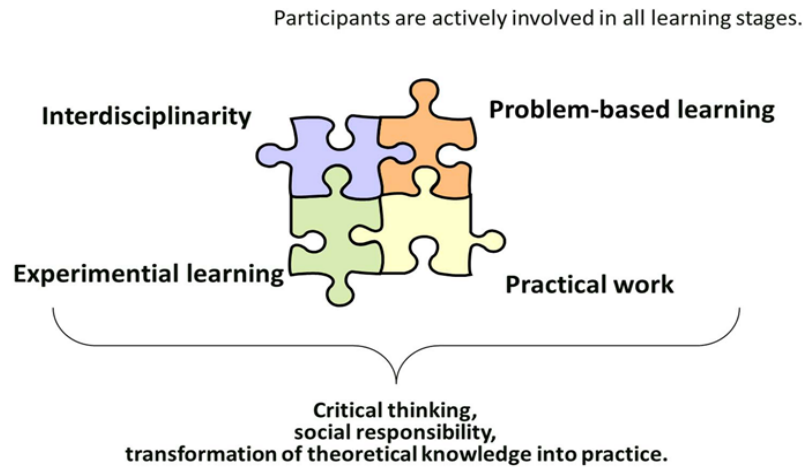


Figure 4: Multisensory Learning.

7 Heritage Interpretation

Heritage interpretation is a structured approach to non-formal learning specialised in communicating significant ideas about a place to people on leisure. It establishes a link between visitors and what they can discover at heritage sites such as a nature reserve, a historic site. Good interpretation is always based on first-hand experience and often on personal contact with staff on site. Interpretation does four things:

- it provokes visitors’ curiosity and interest in what may be an unfamiliar topic or theme
- it relates the site or objects to visitors' own knowledge, experience, background and values,

•it reveals the significance of the site or objects which visitors can understand and appreciate, and

•it helps people to enjoy a satisfying experience.

Interpretation is a form of storytelling

Good interpretation helps visitors and locals to:

•develop their curiosity to discover more

about the natural or cultural heritage, they are experiencing,

•understand why a place, a collection, an object or a past event

is regarded as significant,

•enjoy the site because interpretation uses a non-formal approach

that is designed for people on leisure, and

•gain deeper understanding of meanings and relationships

and how what they see may be relevant to them.

Interpretation adds to a visit beyond simply gaining unrelated knowledge

or merely enjoying views

Interpretation is a means to an end, a way of telling stories and communicating messages that inspire people.

It employs the art of communication techniques

•to provoke visitors' interest,

•to relate what they see to their own

interests and experience and

•to reveal new meanings.

Accordingly, any site and place with natural or cultural heritage can benefit from professional interpretation. In contrast, interpretation is about involving visitors in the first-hand experience and helping them to discover a story that has an impact, meaning and relevance – whatever the sites and the theme, and whatever media are employed.

Definition of interpretation by Freeman Tilden: an educational activity which aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than merely to communicate factual information”.

retrieved from <http://www.interpret-europe.net/feet/home/heritage-interpretation.html>

WORKING WITH HAND MODEL

holistic approach for to outdoor learning for sustainability

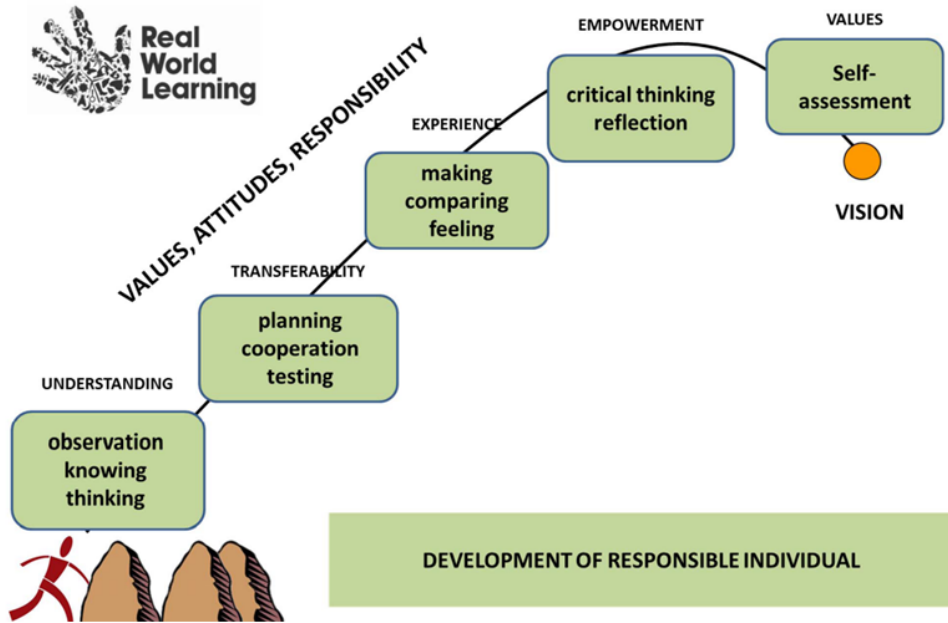


Figure 5: Learning by doing (by hand model)

8 Conclusions

In practical training, the emphasis is on cross-curricular integration. Teaching could be organized in the form of project work, and it is necessary to predict in advance the scope of this type of work for the preparation of students and teachers. In this way the learning activities allow the students to develop the elements of learning through research at school, from task planning and collecting data to formulating findings and presenting the results. The approach is based on an independent learning process and also in the form of discussions, team field-activities and interactions with stakeholders on farms and in the community, self-reflection of the learning process and evaluations of the newly acquired knowledge. The activities encourage learning based on cooperation among students, departments, teachers and the local environment. The learning activities could be implemented in diverse outdoor learning environments of local or regional areas.

In terms of content, practical approaches are related to everyday life situations, which pupils already know at least partially; these situations enable the exploration and flexible understanding of processes, materials, different phenomena and legality. The manner of experiential learning and research depends on the pre-knowledge of students, motivation and the needs, which we want to achieve.

Strengthening critical thinking and the ability to make independent decisions in finding solutions and taking action to tackle real problems in everyday life and the local environment. Encouraging young people to integrate sustainable approaches into everyday life.

System learning the students understand the importance to think at the system level. The students understand that depending on the system and the context, you can set in place different practices to reach the same goal.

This paper recommends about more research on action competences which is an approach that seeks to develop a student's skills, knowledge, motivation and self-confidence in taking their own decisions about a given issue (e.g. health or environmental concerns). The approach is partly a response to the lack of democracy in most schools; after all, students are rarely offered opportunities to choose what to do.

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