



LET'S GO OUT!

Popular outdoor education - Limiting factors versus Positives

Dagmar Vašutová¹, Irena Vrbová²

Department of Biology, Faculty of Education, Palacký University
Olomouc

Czech Republic^{1, 2}

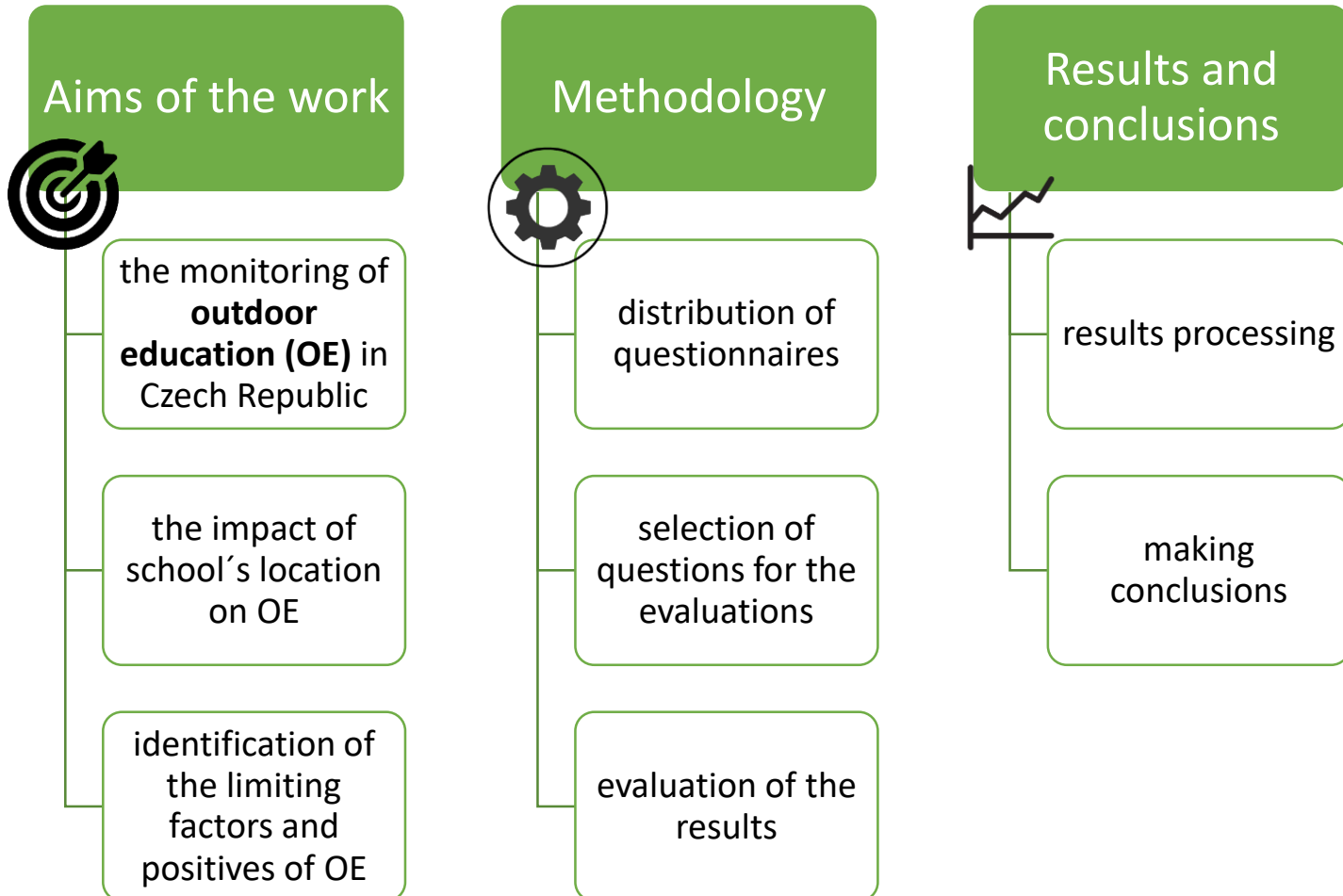
dagmar.vasutova@upol.cz¹

irena.vrbova01@upol.cz²





HIGHLIGHTS OF THE PRESENTATION





THE MAIN AIMS AND THEORETICAL BACKGROUND

➤ There are a lot of **comprehensive studies about OE**:

- In the world – Rickinson et al. (2004) or Gilbertson et al. (2022)
- In our republic - Činčera et al. (2016) or Bilek et al. (2021)

- they summarized the characterization of outdoor education as a strong teaching strategy

- they listed the types of outdoor education as fieldwork, an excursion, outdoor education programs, or being at school garden

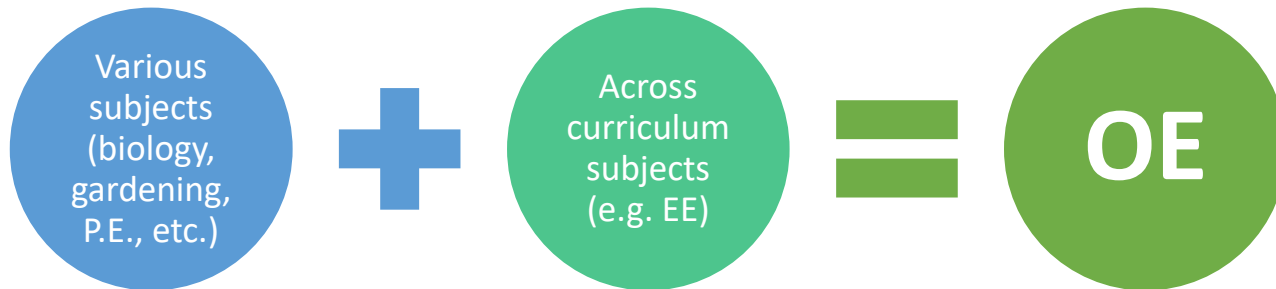




THE MAIN AIMS AND THEORETICAL BACKGROUND

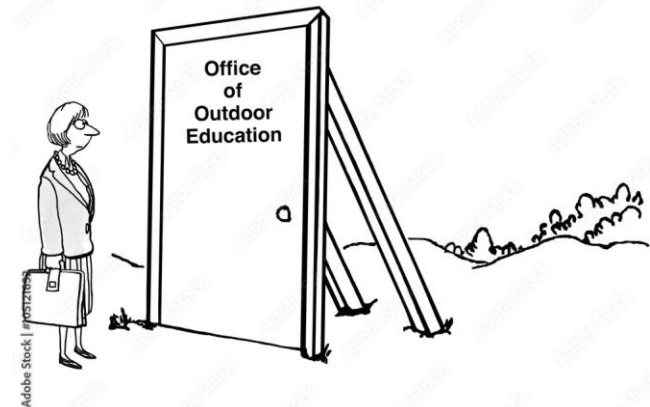
- Czech Republic – outdoor education is **NOT FIXED** in the education system

HOW IT IS REALIZED?



- we wanted to map the real implementation of OE –

→→→ we realized the questionnaire study among biology teachers in different primary schools






METHODOLOGY / QUESTIONNAIRE STUDY

Type of questionnaire	Self-constructed
No. of questions (in total)	26
No. of questions (evaluated in this research)	4
Type of sharing (data collection)	Shared by social networks
Number of evaluated questionnaires	261






METHODOLOGY / QUESTIONNAIRE STUDY / EVALUATED QUESTIONS




Where is the school where you teach?

- village
- town




What is the frequency of OE at your school?

- once a week
- once a month
- quarterly
- once a year
- different



What do you think that are the limiting factors in the implementation of OE?

- Weather
- Outdoor school facilities
- Attitude and support of school management
- The lack of time
- The absence of specific tools
- Preparation of teachers
- The risk of accident / injury
- Unsuitable dressed pupils



Which are the three biggest positives of OE in your opinion?

- open-ended question (the authors coded 28 responses from the questionnaire results)



GENERAL INFORMATION

- number of evaluated questionnaires - 261
- 14 regions
- 93 % female, and 7 % male
- the length of teaching practice - from zero to more than 32 years
- 89 % of teachers with biology approbation





WHERE IS YOUR SCHOOL? & FREQUENCY OF OE

- 1. question / **Where is the school where you teach?**

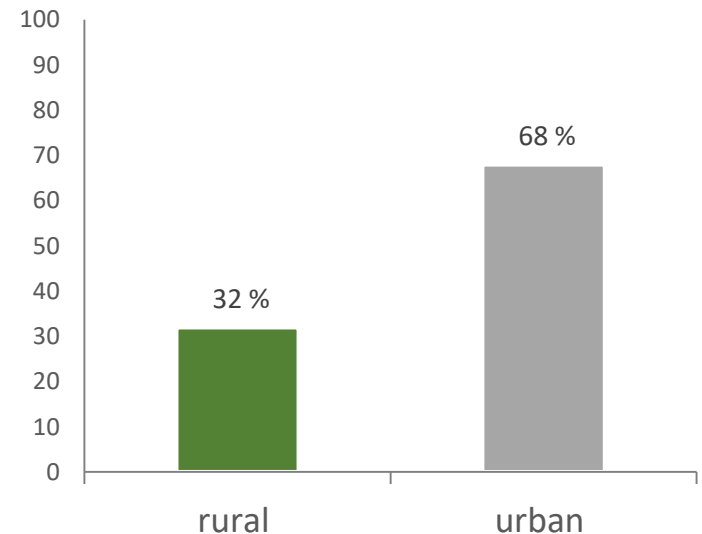
Rural schools (32 %) x Urban schools (68 %)

- 2. question / **What is the frequency of OE at your school?**

Hypothesis:

„The location of the school does not affect the frequency of implementation of OE.“

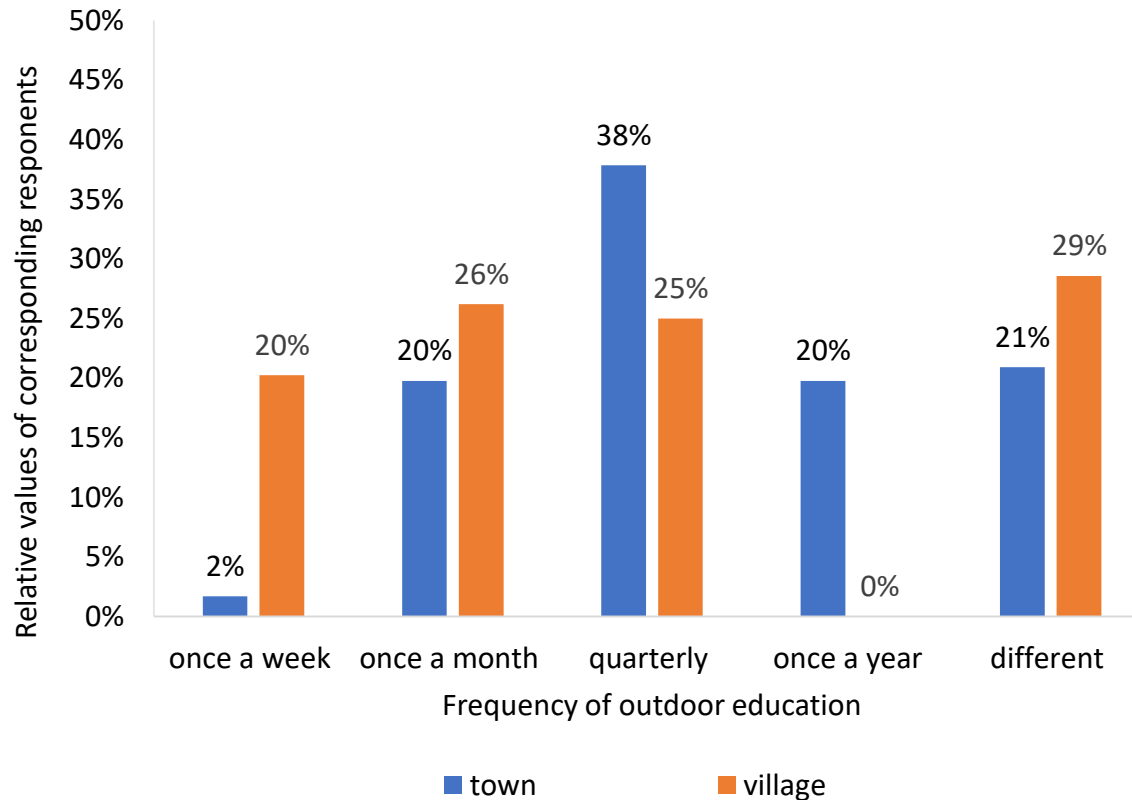
→→→ *It was rejected based on the result of the Chi-square test*





WHERE IS YOUR SCHOOL? & FREQUENCY OF OE

- Hypothesis: „The location of the school does not affect the frequency of implementation of OE.“





THE LIMITING FACTORS OF OE – WHAT ARE THEY?

- 3. question - **What do you think that are the limiting factors in the implementation of OE?**
 - a closed multiple-choice question – respondents choose from various answers by using a Likert Scale for evaluation
 - most of them were mentioned in the presented papers by Waite, 2020; Oberle et al., 2021; etc.
 - summarization of these results was made via table and graph



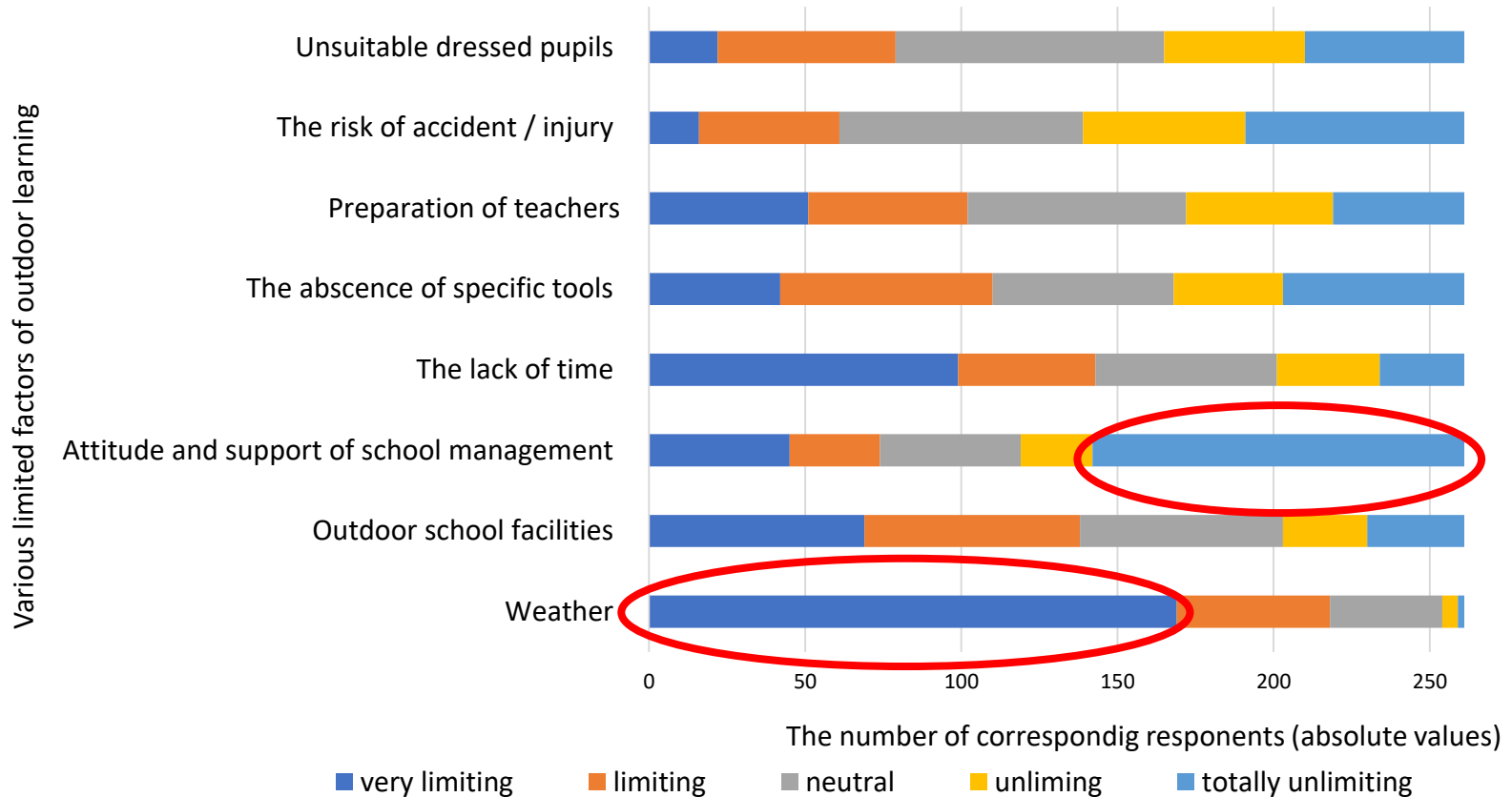


THE LIMITING FACTORS OF OE – WHAT ARE THEY?

The list of limiting factors (ranked by how respondents answered what they found most limiting)		Very limiting		Totally unlimiting	
		Absolute values	Relative values	Absolute values	Relative values
1.	Weather	169	65 %	2	1 %
2.	The lack of time	99	38 %	27	10 %
3.	Outdoor school facilities	69	26 %	31	12 %
4.	Preparation of teachers	51	20 %	42	16 %
5.	Attitude and support of school management	45	17 %	119	46 %
6.	The absence of specific tools	42	16 %	58	22 %
7.	Unsuitable dressed pupils	22	8 %	51	20 %
8.	The risk of accident / injury	16	6 %	70	27 %



THE LIMITING FACTORS OF OE – WHAT ARE THEY?

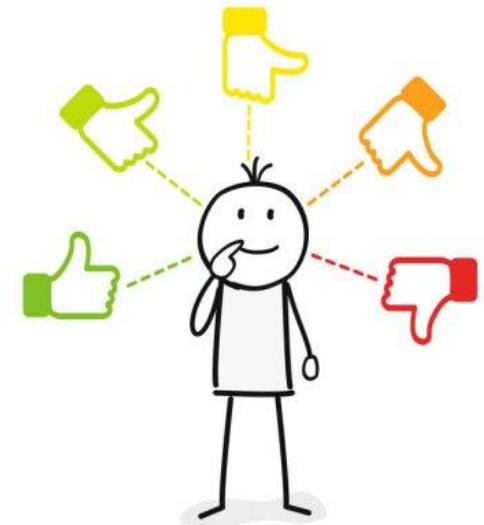




WHAT ARE THE POSITIVES OF OE?

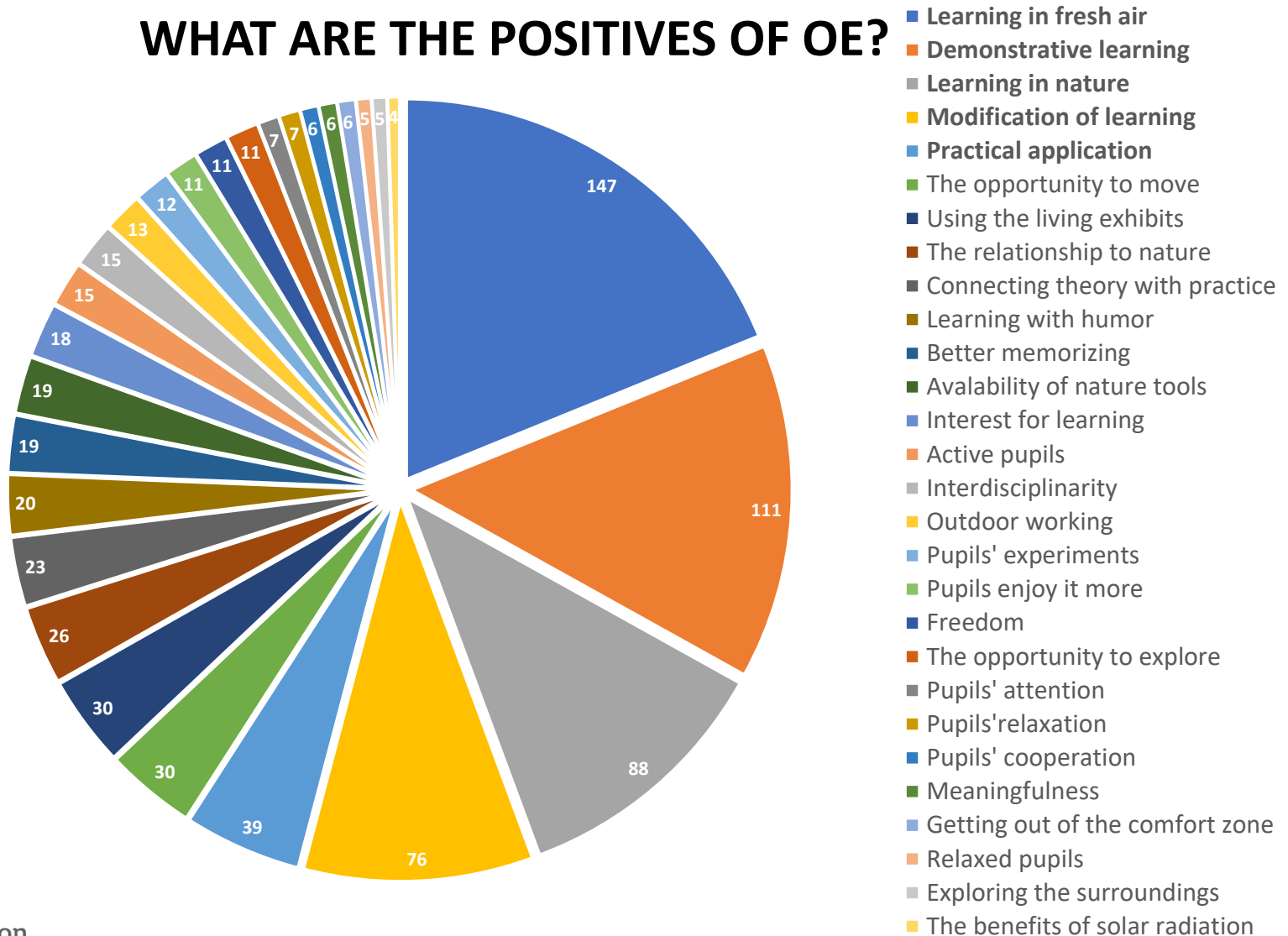
- 4. question - **Which are the three biggest positives of OE in your opinion?**
 - Open-ended question / we obtained 780 responses
 - 28 items were coded
 - the individual answers are shown in the graph
 - all answers were processed by authors and divided in two ways:
- 1) groups most affected by positives
- 2) groups based on the selected learning methods

***We use Venn diagrams for visualization;
it is our sight;
and the positives could be divided also in
another way.***





WHAT ARE THE POSITIVES OF OE?



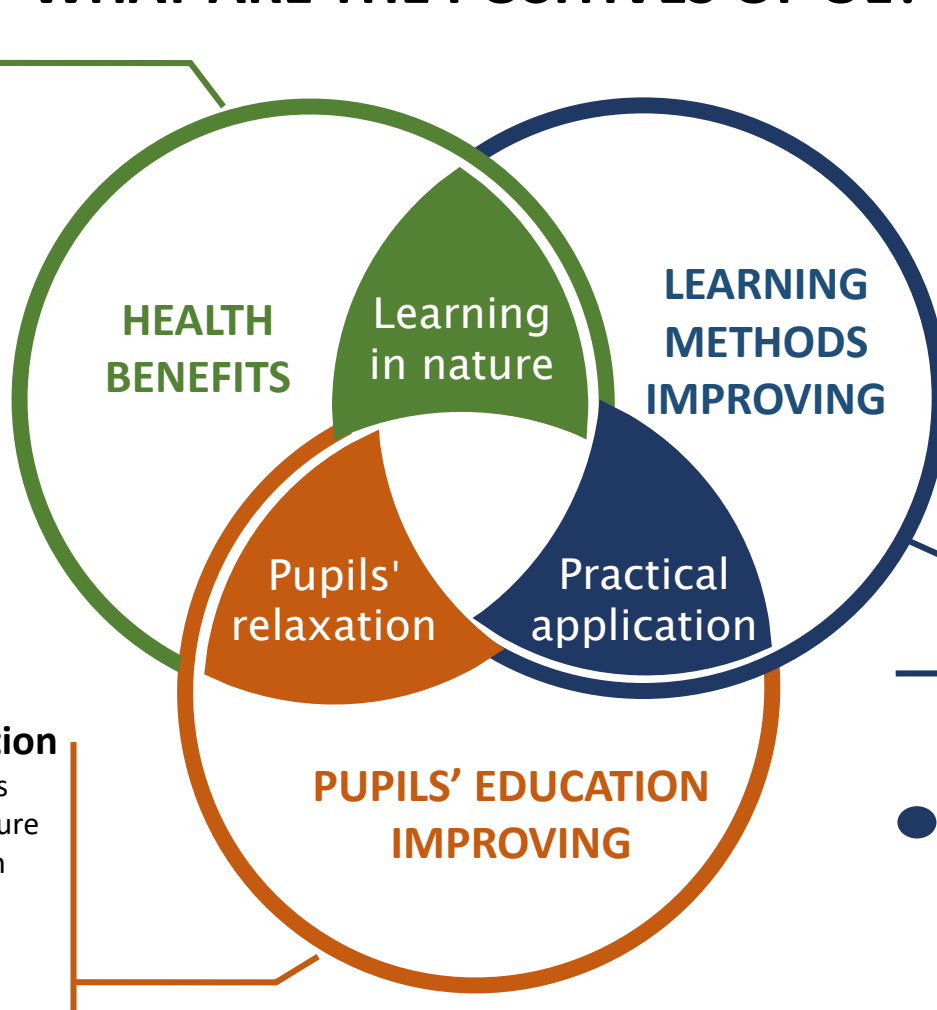


WHAT ARE THE POSITIVES OF OE?

Learning in fresh air

Learning in nature

- The opportunity to move
- Outdoor working
- Freedom
- Pupils' relaxation
- The benefits of solar radiation.....



- Answers related to HB
- Answers related to LMI
- Answers related to PEI

Practical application

- Using the living exhibits
- The relationship to nature
- Connecting theory with practice
- Better memorizing
- Active pupils
- Relaxed pupils

Demonstrative learning

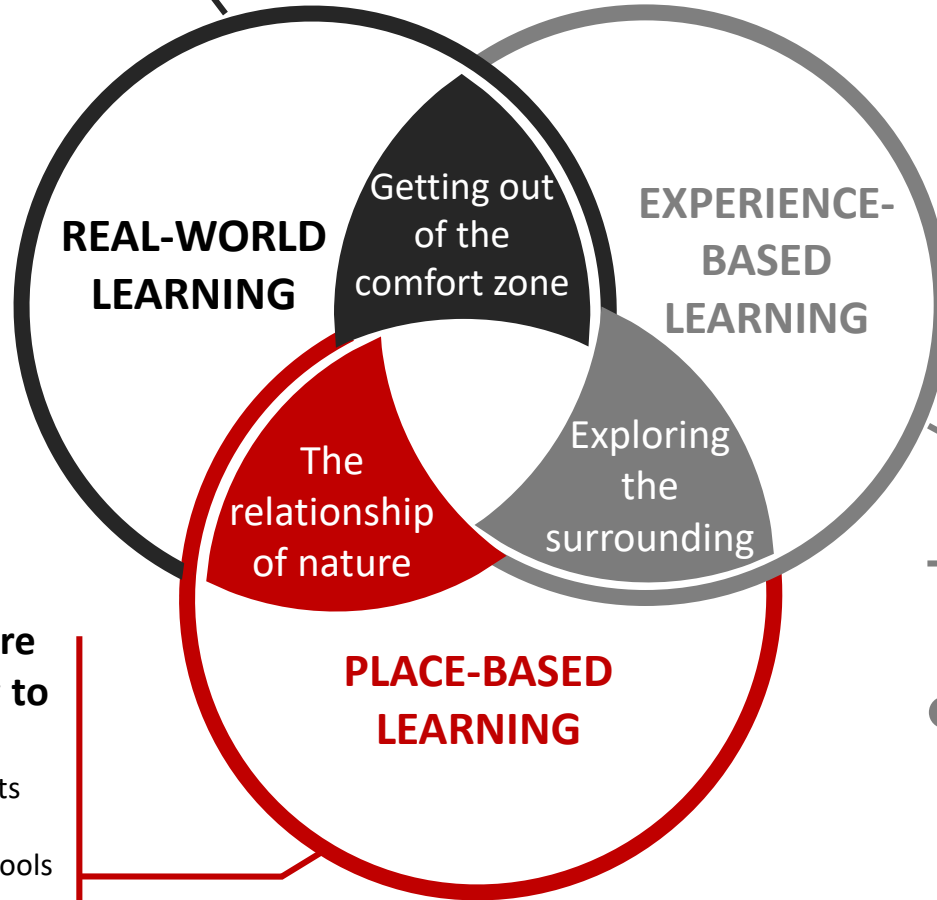
- Learning in nature
- Modification of learning
- Practical application
- Learning with humor
- Interest for learning
- Interdisciplinarity.....



WHAT ARE THE POSITIVES OF OE?

The relationship to nature

- Pupils' experiments
- Relaxed pupils
- Practical application
- Freedom
- Better memorizing
- Meaningfulness
- Modification of learning
-



- Real-world learning
- Experience-based learning
- Place-based Education

Learning in nature The opportunity to move

- Using the living exhibits
- Outdoor working
- Availability of nature tools
- Outdoor working

Connecting theory and practice

- Interdisciplinarity
- Active pupils
- Pupils' attention
- Pupils' relaxation
- Pupils' cooperation
- Learning with humor



CONCLUSIONS

- The location of the school plays a big role in the frequency of OE - schools in rural areas are more often to implement outdoor learning.
- Teachers reported the weather as the most limiting factor for realizing OE.
- The most frequently reported positive of OE is the opportunity to learn in the fresh air.

Therefore, there is a big paradox!

They want to go to the fresh air – fresh air (weather) is the biggest issue!

So let's go out with the students, even if it's not always nice weather – it's good for them.



REFERENCES

- Bilek, M., Rusek, M. & Milanović, V. Out-of-School Learning in the Czechia. Out-of-School Learning in European Countries: Cases from Turkey, Czechia, Slovakia, and Germany, 48, 2021.
- Činčera, J. & Holec, J. Terénní výuka ve formálním vzdělávání. *Envigogika*, 11(2), 2016.
- Gilbertson, K., Ewert, A., Siklander, P., & Bates, T. Outdoor education: Methods and strategies. *Human Kinetics*. 2022.
- Rickinson, M., Dillon, J. Teamey, K., Morris, M., Choi, M. Y., Sanders, D. & Benefield, P. A review of Research on Outdoor Learning. London, National Foundation for Educational Research and King's College London. 2004.
- Oberle, E., Zeni, M., Munday, F., & Brussoni, M. Support factors and barriers for outdoor learning in elementary schools: A systemic perspective. *American Journal of Health Education*, 52(5), 2021, 251 – 256.
- Waite, S. Where are we going? International views on purposes, practices and barriers in school-based outdoor learning. *Education Sciences*, 10 (11), 2020.

Acknowledgement:

This study received financial support from the institutional grant GFD_PdF_2023_06 provided by the Faculty of Education, Palacký University, Olomouc, Czech Republic.