Implications of the Land Art Training for Kindergarten Teacher Trainees on their Interdisciplinary Teaching Practices

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Land art (or Earth art) [1, 2] refers to an art movement in which landscape and art is linked, and art work is not just placed in nature, but draws from nature. Land art can refer to several interpretations that can be done by anyone and may be combined materials find in nature, such as leaves, fir cones, twigs, pebbles, rocks, sand and shells. Last years, land art was connected with education in implementation of interdisciplinary projects [3].

The purpose of this study was to describe the effects of teaching a specific Land Art model to teacher trainees in Department of Preschool Education of University of Crete in 2011-2012. Through this project we seek to promote a questioning and critical approach to art teaching, and environmental awareness within the context of early childhood education [4,5], developing a validated inventory of instructional procedures, techniques and assessments methods that may be used by the profession as a framework for curriculum development and for the assessment of program effectiveness.

The program, which is still ongoing, began in October 2011 with completion expected in mid May 2012. Teacher trainees, un advisory teacher, un art education instructor, and a lecturer (as supervisor) worked together to involve young children in interesting and creative Land art activities. This cooperation provided an opportunity for innovation and experimentation and, especially, a context for teacher trainees to deepen their understanding of their roles for a sustainable society [6,7] and to improve their teaching strategies.

Project evaluation was made through out children's Land Art representations and interviews conducted by all stakeholders (teacher trainees, children, teachers, etc.)