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Out-of-School Learning Environments National Info Pack

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PART 1:

OUT OF SCHOOL LEARNING

1) What is Out of School Learning? What are the background and theoretical learning environments in our country?

Out-of-school learning is an educational concept created by Resnick (1987) to describe learning experiences that take place outside the school setting, either formally or informally. It mainly aims to overcome learning difficulties, to allow students to learn by experience, to improve their abilities, and to increase the effectiveness of education and training activities.

Development of Out-of-Class Education Practices in Turkey: Before becoming Muslims, it is seen that Turks (Huns, Göktürks, Uyghurs) used out-of-class education to teach hunting and martial arts, especially during their nomadic period (Akyüz, 2009; Kanad, 1948). Again, during the Ottoman Empire, it is seen that out-of-class education was used for teaching martial arts (Akyüz, 2009). The characteristics of out-of-class education can be seen in the Ahilik Organization, which was established in the 12th century. There is a master-apprentice relationship in the Ahi Organization and on-the-job, applied vocational training is provided. The apprentice learns the finesse of the profession by doing and living. (Şimşek, 2002) During the Second Constitutional Monarchy (1908), the issue of training teachers for villages was emphasized. After various stages, the Village Teacher's School Instruction was established in 1926 and village teacher schools were put into practice. In these schools, four hours of theoretical lessons in the morning and two hours of practice and experiments in the afternoon were given every day. Agricultural activities and nature study tours can be seen as practices related to out-of-class education (Ergün, 2009). At the same time, it is seen that Ethem Nejat started the first application on environmental protection and organized the 'tree festival' event in this period (Akyüz, 2009). Atatürk Forest Farm was established on May 25, 1925, and eight years after its establishment, from 1933, May 25 began to be celebrated as "Farm Day / Summer Entry Day". Within the scope of this festival, the people of Ankara were transported to Atatürk Forest Farm by trains and it was aimed that the people would be intertwined with nature. In the following years, Farm Day was not continued and it was forgotten. A similar approach manifested itself in the world with the celebrations of the "Environment Day" on June 5 after the 1980s (Kalıpçı, 2010). It is thought that with the event held in Atatürk Forest Farm, the public gets to know nature in nature. For this reason, it can be said that the activity has the aims of out-of-class education . Nebatat (Botany) course was given by Esat Şerafettin in Istanbul Darülfünun between 1925-1929 and a botanical garden was established by the same teacher (Baytop, 2004). Similarly, the 'Trainer Courses Project', which manifests itself with agricultural developments and also paves the way for village institutes, can be evaluated within the scope of out-of-class education. The first of the trainer courses was opened in Eskişehir Çifteler for the first time in the 1936-1937 academic year. Young people who did their military service as corporals and sergeants were taught modern agricultural techniques with the cooperation of the Ministry of Agriculture. These educated people were appointed to the villages as teachers and they were expected to teach the modern agricultural methods practically to the villagers (Ergün, 1997; Kalıpçı, 2010). Village Teachers' School was opened in 1937. In the first years, the school was called "Village Education Dormitory". These schools were established to train teachers in villages that were too large (more than 400 inhabitants) to send trainers. Some craft and agricultural work, as well as general teaching subjects, were taught outside the classroom in a practical manner. These schools later developed under the name of 'Village Institutes'. As can be seen, practical out-of-class education was implemented in Village Education Dormitories, and such out-of-class practices continued in Village Institutes. (Kaya, 1984; Ergun, 1997; Uygun, 2007). In 1936, some institutions were opened in Istanbul to provide primary education not only at school, but also to support it with extracurricular activities. These institutions are

kindergartens, children's shelter rooms, children's camps, children's theater, children's bookstores. Among the mentioned institutions, it is seen that the institution closest to the purpose of out-of-class education is the children's camps. For the first time, the primary school student camp was opened in Istanbul Kızıltoprak during the summer break of 1936. Here, students mostly engaged in sports activities such as swimming. Since positive results were obtained from the camp, camps were opened in Erenköy, Florya, Şile and Paşabahçe during the summer holidays of 1937 (Ergin, 1977). It is stated that out-of-class education is also used for sportive activities such as skiing, canoeing and mountain climbing. It is seen that the camp opened in Kızıltoprak also serves a similar purpose. Rural Environment and Forestry Problems Research Association opened the 'Dendrology (Archology) and Forest Ecology School' in 1993 and the 'Soil Ecology School' in 1994. The participants of the school are mainly higher education students. In these schools, trainings were given on trees, soil, erosion, nature-human relationship. The training lasted for five weeks, two hours a week. In addition to the theoretical lessons, practical trips were also made to Söğütözü Nursery, MTA Garden, Science Faculty Garden, G.U. Herbarium and Yalova Karaca Arberatum. (Çoygun, 1995) Since 1999, TÜBİTAK (Scientific and Technological Research Council of Turkey) has been supporting nature education projects and science camp projects outside the classroom (Erentay and Erdoğan, 2009). Three ecology-based nature trainings supported by TUBITAK since 2008 in Çanakkale (108B023 coded "Çanakkale and Its Neighborhood Ecology, 2008; 109B031 coded "Çanakkale and Its Neighborhood Ecology, 2009; 110B032 coded "Çanakkale and Its Neighborhood Ecology, 2010) and the last 'Science Okur-berberoğlu & Appropriate 37 Vol. 9, No. 2, August 2013 Right next to us, Fun Summer Science Camp' has been held for four years. One of the aims of nature education is for the participants to get to know nature by being in it. Accordingly, the trainings - in accordance with the characteristics of out-of-class education - were carried out mainly in nature, by applying group work. In the final evaluations of the projects, it was determined that the participants learned the knowledge by applying it especially in nature, and their awareness towards nature increased. In the science camp project held in Çanakkale, the 'A natural laboratory: Stream' event took place. Within the scope of the activity, fifth grade students were taken to the edge of a stream and they were asked to examine the bottom of the stones along the stream with a lens. Students found various insect larvae under the stones and examined them with a lens. At the end of the activity, students were asked to evaluate the activity. It was determined that the students found the activity interesting and fun, and they enjoyed learning by touching/handling. Nicholas (1982; cited in Tsai, 2006) also states that - as one of the characteristics of out-of-class education - the activities attract the participants because they are interesting and fun. Although these educational projects are mostly on environmental education and science camp, there are also projects on astronomy education (TÜBİTAK, 2010). However, there are very few studies on the importance and outcomes of such out-of-class training. In the literature review, studies on teachers who participated in environmental education were also found (Eryaman, Yalçın-Özdilek, Okur, Çetinkaya, Uygun, 2010; Keleş, Uzun, 2010, Güler, 2009).

Since the 2005-2006 academic year, there has been a transition from the traditional education system based on rote understanding that keeps the student passive in the classroom, to the structuralist understanding that puts the student in the center and structures the knowledge by using their own experiences at first hand (Karadağ, Deniz, Korkmaz & Deniz, 2008). In our country, since 2004, a change has been made in the philosophy of education and teaching methods and techniques that provide active participation of the students have been put into practice. With these methods and techniques, the student tries to understand the newly acquired knowledge with his previous knowledge and constructs it in his mind (Çepni & Ormanlı, 2018). For this reason, teaching methods and techniques that care about individual differences and ensure active participation of students should be employed. Students' experiences and learning styles are different from each other, and therefore, when faced with a situation or problem, students can think differently and bring different

solutions to that problem (Özgen & Alkan, 2014). In this context, choosing teaching methods or practices that take into account individual differences and allow students to practice is seen as important for the student. One of these applications is out-of-school learning environments. Out-of-school learning includes teaching activities outside of the four walls, and the learning realized through these environments is in a structure that allows for a comprehensive application and research that supports learning styles in different dimensions (Şen, 2019). The existence of experiences in which the student actively participates and relates to daily life is seen as the source of effective learning for the student (Genç, Albayrak, & Söğüt, 2019). The main thing here is the teaching at school, but the learning activities done outside the school are complementary to the practices carried out in the classroom. The basic principle of out-of-school practices is to realize a subject that will be covered in school in an informal environment (Şen, 2019). Although the activity is carried out in informal environments, the application must be planned and programmed. In addition, the student is excited and happy about the trips made in these environments. Visits to science centers arouse interest, enthusiasm and curiosity in students, and this is neglected in traditional education. (Eshach, 2007). It is inevitable for learning to be effective when the activities carried out in out-of-school learning environments are carried out in a planned and programmed manner. It is unfair to see this effect only in academic terms. The student gains new experiences in their out-of-school environment and is happy and delighted by the existence of a different environment.

2) What are the places defined as out-of-school learning environments? What kinds of events are held in these places?

OUT OF SCHOOL LEARNING ENVIRONMENTS

NON-FORMAL LEARNING	INFORMAL LEARNING
Zoo	Streets
Museums	Playgrounds
Botanical Garden	Mobile Devices
Science Centers	Home Environment
Planetariums	Free activities in schools
Trips	Web.2 apps
Nature activities	e-learning
Industry associations	
National Parks	
Interactive Exhibitions	
Aquariums Libraries	
market places	

In the related literature, there are various researches on education and training activities carried out in out-of-school learning environments, and the recent ones are presented below in chronological order. Bozdoğan (2008) in his study on Feza Gürsoy Science Center found that teaching in out-of-school learning environments increases students' desire to learn, it is better to associate outside activities with daily life, *Istanbul Journal of Social Sciences* (2021) Winter: 29 6 He stated that it is difficult to control the practices in out-of-school learning environments, which in turn fuels security concerns. Bakioğlu and Karamustafaoğlu (2014) aimed to associate the achievements in the science curriculum with out-of-school environments and to reveal the feelings and thoughts of the students about the technical trip to a dialysis center in line with the excretory system that 7th grade students learned within the scope of science and technology lesson. At the end of the study, it was concluded that the activities carried out in out-of-school environments provided students with fun learning and their awareness of organ donation increased. Ay, Anagün, and Demir (2015) revealed in their study that teachers recognize out-of-school learning environments, students have great responsibilities in out-of-school learning environments, students actively participate in the practice, this practice takes place within the framework of a constructivist approach, and the activities motivate students. In their research, Sarioğlu and Küçüközer (2017) reported that many pre-service teachers see the places where they study outside of school as learning environments outside the school, that the teaching carried out outside the school increases their desire to learn, that they can better associate the activities done outside of school with daily life and increase their motivation. Kubat (2018) in his study, stated that science centers and museums are the most popular out-of-school learning environments, students overcome problems by doing and living, critical and creative thinking takes place in science centers and museums, it increases interest and motivation, but besides, the fatigue of bureaucratic procedures and the presence of security problems are seen as undesirable situations. Sontay and Karamustafaoğlu (2018) stated in their research that out-of-school learning environments contribute to students' understanding of the nature of science and their scientific knowledge. Genç, Albayrak, and Söğüt (2019) stated that pre-service teachers' out-of-school learning activities gain 21st century skills, increase students' interest in the lesson, use more than one sense organ while getting information, enable learning by doing, and effectively and *Istanbul Journal of Social Sciences* (2021). Winter: 29 7 Although he realized permanent learning; they argued in their study that it is difficult to control the students while doing these. In their study, Öner and Öztürk (2019) found that during the trip to out-of-school learning environments, students tend to new thoughts, learn by doing and experience, and increase their enthusiasm for technology. 459 students aged between 8-11 participated in the biodiversity program prepared by Harvey and his friends(2020) .They tried to discover whether these students' interest in nature would provide sustainable improvements in their moods in the long run. At the end of the study, it was revealed that with the program carried out for one academic year, significant positive developments were achieved in the mood of the children.

3) How is Out-of-School Education Included in the Curriculum of Schools?

In our country, 2004 Primary Education Curriculums and Out-of-School Learning Environments Constructivist learning theory has been one of the main approaches in the primary education programs reorganized in 2004. According to the constructivist learning theory, the individual constructs new knowledge on top of previous knowledge. According to constructivism, each acquired knowledge lays the groundwork for the construction of the next knowledge. Thus, learning has become the process of linking existing and new learning and integrating each new information with existing ones. However, this process does not just mean the accumulation of information. If the individual has really structured the knowledge, he will be able to make his own interpretation and

establish the knowledge from the ground up. Constructivism is about thinking and analyzing, not accumulating and memorizing information (Şaşan, 2002: 50). According to the constructivist learning theory, the learner controls his own learning. This simple fact is at the heart of the constructivist approach to education.

These positive effects of out-of-school learning environments are seen in many disciplines such as science, social sciences, mathematics and art. Among these disciplines, it has contributed mostly to science and social sciences education. Because they are areas that are more connected with daily life, contain abstract concepts, cover many living and non-living beings, and are open to research and examination (Erten & Taşçı, 2016). Many studies have been conducted in various disciplines on the effect of out-of-school learning environments on education and training.

4) What are the activities of our institution within the scope of out-of-school learning environments?

Our school organizes trips to non-formal learning environments during the school term. Zoos, Museums, Botanical Gardens, Science Centers, Planetariums, Aquariums, Nature Activities, Industrial Organizations, Interactive Exhibitions, Markets are among these places.

Teachers and guides provide an effective learning environment in environments that support the learning of the student and enable the structuring and development of knowledge. The student learns new things unconsciously as a result of the situation he encounters and the interaction with the members of the group he is in, and each student gains knowledge at his own learning pace.

5) What are the Compulsory or Elective Courses and In-Service Trainings Related to the Use of Out-of-School Learning Environments in the Teacher Training Program?

In the IX development plan of the DPT, it was underlined that teacher competencies would be continuously improved by taking into account the changes in the curriculum and education methods in the education goals of the state until 2013, and that effective methods would be used in pre-service and in-service training in order to gain the necessary competencies. (DPT, 2006) The General Directorate of Teacher Training of the Ministry of Education has recently cooperated with universities and prepared a draft report on teacher competencies by branches. According to this report, the competencies of classroom teachers are as follows;

- Correct use of Turkish both verbally and in writing,
- Effective use of substance and human resources in school management,
- To be able to research problems with a scientific method, to create teaching-learning environments suitable for the developmental characteristics of students,
- To be able to carry out the teaching according to the prepared program, to choose and use the appropriate method and technique for realizing the teaching objectives.

By the relevant units of our Ministry; In order to ensure and finalize the work and process to be carried out within the scope of the "Out of School Learning Environment", a "Communication Group" was formed, which will include the officials of the national education directorate responsible for these studies and the teachers who are the head of the team. In this context; Contact was made with institutions that could be directly related, such as development agencies, provincial culture and tourism directorates, municipalities, especially governorships, and necessary support was provided. In addition, cooperation protocols were signed with relevant institutions. As a result of this study,

“Guidebooks/e-Books” have been prepared separately for each education level, including pre-school, primary school, secondary school and secondary education institutions for out-of-school learning environments. “Guidebooks/e-Books” prepared as a result of the study carried out within the scope of out-of-school learning environments will be presented as product output across the country.

Teachers who wish can attend in-service training courses related to museum education. These courses are not compulsory but elective.

It was organized in order to enable teachers to transform museums into out-of-school learning environments and to use them by making connections between lessons and disciplines.

After on line classes you have to take an exam and get at least 45 points.

MUSEUM EDUCATION

6) What is the content of the training given at the museums and science centers about out-of-school education to the school staff?

Museum education has become an area that requires a separate expertise and training. For this reason, departments that provide museology and museum education formation have been opened in universities in many countries. In the education departments of the museums, experts who received museum training began to be assigned. For example, in the United States, museum education was carried out by training retired art history, archeology and history teachers of voluntary museum associations with special seminars, and then in the 1960s, education departments were established in museums with the recruitment of museum educators who received a master's degree in museology. Museum Studies and Museum Education programs have started to be opened in Turkey at both undergraduate and graduate levels:

At the same time, great importance has been given to Museum Education in formal education, especially after 2000 years. Since the 2005-2006 academic year, it has been emphasized that museums should be used in courses such as Turkish, mathematics, science and technology teaching, and museum education in the programs of visual arts and art activities courses in primary education. made up about one-third of the program from first to eighth grade. “Museum Education” started to be taught as a course in Anatolian Fine Arts High Schools. In Teaching Programs (Classroom Teaching, Social Studies Teaching, Painting Teaching, etc. Language Programs), the "Museum Education" course is sometimes taught as a compulsory course and sometimes as an elective course.

CHAPTER 2

1) HERITAGE EDUCATION

“Museum” and “heritage” are concepts that are directly related to each other. The 'museum' preserves 'heritage' objects and items, researches them and shares this knowledge with the individual and society, and exhibits them for study, education and enjoyment. In other words, the museum is one of the main institutions that work for the recognition and understanding of the heritage and the advancement of the education and culture of the society.

2.1.1 NATURAL HERITAGE: Natural heritage refers to natural features, geological and physiographical formations and delineated areas that constitute the habitat of threatened species of animals and plants and natural sites of value from the point of view of science, conservation or natural beauty. It includes private and publically protected natural areas, zoos, aquaria and botanical gardens, natural habitat, marine ecosystems, sanctuaries, reservoirs etc.

2.1.2 CULTURAL HERITAGE: This learning area, which is basically history-oriented, has a structure that emphasizes culture and cultural heritage. It aims to create a national and universal consciousness that will ensure the preservation and development of culture based on the basic elements that make up Turkish culture. Thus, students will understand that cultural elements are the features that distinguish a society from other societies. In addition, it is understood that our culture contributes to the coloring and enrichment of the world cultural heritage. When it comes to Intangible Cultural Heritage, the first things that come to mind are;

- ▷ Oral tradition and expressions, language,
- ▷ Performing arts
- ▷ Social practices, rituals, feasts, festivals
- ▷ Knowledge and applications about nature and the universe

2.1.3 INDUSTRIAL HERITAGE: Based on the UNESCO World Heritage List, we can define "technological heritage" as "artifacts that are important in terms of technological developments in a time period or cultural geography and show the development of technology of humanity".

"Nature education and science schools" supported by TÜBİTAK and led by academicians make significant contributions to the creation of awareness of the protection of natural heritage. In this context, TÜBİTAK supported 76 projects in 2013, and "nature education and science schools" were opened in many cities from Izmir to Bayburt and from Sinop to Hatay (www.tubitak.gov.tr, 2013). As a result of such practices, it has been observed that children's perceptions of nature expand and deepen (Yardimci, 2009: 237; Erentay and Erdogan, 2009: 168).

Social studies, which aim to raise qualified and responsible citizens, and geography courses and curricula, which examine the relationship between natural environment and human activities with their unique position between science and social sciences, have a pivotal role in terms of "protection of natural heritage".

In addition to the above-mentioned learning areas defined for cultural assets and protection, the acquisitions defined in different learning areas also contain definitions related to cultural assets. For example; In the "Global Connections" learning area, within the scope of the "My Distant Friends" unit, "Making inferences about the daily lives of various societies by using visual materials", special days, traditions, etc. It was associated with the "I'm Learning My Past" Unit by being associated with cultural characteristics. Similarly, discussing the non-governmental organizations working on conservation within the scope of the "Classifies non-governmental organizations according to their fields of activity" within the scope of the "Workers for the Society" Unit in the 5th grade "Groups, Institutions and Social Organizations" learning field also helps students learn about the social structure of protection. In this framework, learning areas and units that do not directly aim to improve the knowledge and awareness of preserving cultural assets also include initiatives to raise awareness by addressing the cultural environment. In this framework, the gains on conservation in the current curriculum can be grouped under two headings: 1- Acquisitions that give direct information about cultural assets and conservation, 2- Acquisitions that can create awareness and knowledge by focusing on cultural assets and protection. Within the scope of this study, the achievements in the 4th and 5th grade programs of the primary school Social Studies course that are directly associated with "cultural existence" and "conservation" are examined. Fourth Grade Social Studies Lesson Culture and Heritage Learning Area. While some of the achievements defined within the scope of the "I'm Learning the Past" unit in the fourth grade "Culture and Heritage" learning area are at a level to raise awareness, some of them have the quality to directly provide information

about cultural assets (Table 1). Class-in-school and out-of-school activities and study trips are recommended for students to acquire the intended achievements.

With the decision taken by the Ministry of National Education Board of Education and Discipline on 24.1.2008, the title of "Education with Museum" was added within the scope of "Life Sciences" for grades 1-3 and "Social Studies" for grades 4-8, titled "museum, nature and cultural property" aims to approach its subjects with a new application.

In the 2023 Education Vision, "Innovative Practices Will Be Allowed", which is included in the Basic Education Theme, "Cooperation of schools with science centers, museums, art centers, technoparks and universities in their regions will be increased." "Transformation of Academic Knowledge into Skills" Will Be Provided" "Out-of-school learning environments such as natural, historical and cultural venues, science and art centers and museums will be used more effectively in line with the gains in education/training programs.

Curriculum Update Studies (2005-2018)⁴ Rapid changes and developments in socio-cultural life, science and technology cause the differentiation of the skills needed by the society and the individual. This differentiation naturally creates the need to renew and update the curricula that will enable the training of individuals who can meet the requirements of the age. In line with this need and the changing philosophy of the Ministry of National Education (from behaviorism to constructivism), the work on developing, renewing and updating the curricula started in 2005 and was completed in the 2015-2016 academic year. Since the beginning of the 2016-2017 academic year, a comprehensive renewal (update, revision, supply and change) study has been carried out for the curricula by gaining a different dimension. The qualifications and skills that students will need in their personal, social, academic and business lives at both national and international levels and the definitions related to these are expressed in various documents. One of them is the European Qualifications Framework adopted by the European Parliament and the Council in 2008. Another is the National Education Quality Framework, which is prepared by the Ministry of National Education for the purpose of annual monitoring and evaluation of the development levels of students, teachers, schools, districts and provinces throughout the country.

2023 Education Vision Document (2018)⁸ In the last quarter of 2018, a vision document that forms the general framework of the policy steps to be taken in the next three years has been announced by the Ministry of National Education. The Ministry has set some targets for 21st century skills in its 2023 Education Vision Document.

- ✓ Design-skill workshops will be established for children to acquire life skills in line with their interests, abilities and temperaments.
- ✓ Considering the objectives of the primary school level, the assessment of children will be structured in line with skill-based activities rather than grades.
- ✓ School gardens will be redesigned and transformed into living spaces in connection with design-skill workshops.
- ✓ Awareness and skill trainings will be organized on literacy, which is among the 21st century skills.
- ✓ An ecosystem will be established for the development of digital content and skills.
- ✓ Content will be developed and teacher training will be provided for the development of digital skills.

The goals described in the education vision document are quite meaningful.

10) Studies carried out in our school regarding out-of-school learning environments during Covid 19

During the pandemic period, our students reached all over the world with virtual museum applications.

Anıtkabir virtual tour: <https://youtu.be/x76xu76rKo8?list=PLJ8lOxThYuhqneiqZwIKzOZc1wxyqgxEg>

War of Independence Museum:

Cirque du Soleil

Zeugma Museum (Gaziantep)

Blenheim Palace

Toy Museum

Miniatürk

Rahmi Koc Museum

National Aquarium

National Parks

NASA (Space Exploration)

National Museum

Disney World - Orlando

Legoland

Bursa Metropolitan Municipality Museums Branch, which serves with a contemporary museum understanding, opened its doors to its visitors in the virtual environment with the e-museum application during the days we stayed in our homes due to the Covid-19 pandemic. The Metropolitan Municipality has planned guided virtual museum tours in this context. First of all, Merinos started to make guided virtual museum tours for 4 museums within AKKM. These; Merinos Textile Industry Museum, Merinos Energy Museum, Bursa Foundation Culture Museum, Bursa Museum of Migration History. While our students first increase their knowledge and increase their feelings of discovery by making virtual tours to the museums in their cities they are connected with the world through virtual museums and virtual trips.

11) Do you have Virtual Museum applications?

With the work of our Bursa Metropolitan Municipality; Bursa Museum opens its doors to its visitors in a virtual environment. The first leg of the project was determined as the Foundation Culture Museum in Bursa, where the foundations, which are accepted as the most prominent philanthropic indicator of the Turkish-Islamic faith, are explained. Virtual tour studies of our other museums have been started so that Bursa Museums can be visited in digital environment without restriction of place, place and time. With the project, museum friends can discover the first footprints known in the history of Bursa with 360-degree panoramic views, get information about the foundation services that developed with Islam, and examine Bursa culture and the artifacts of the Republic period with a virtual tour.

