



POP-UP LEARNING PROJECT

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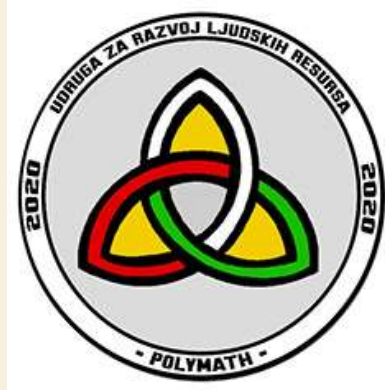


POP-UP LEARNING



POP-UP LEARNING BE-AWARE RE-AWARE AND RE-DISCOVER CURIOSITY AND CONNECTION IN EDUCATION THROUGH OUTDOOR LEARNING

IN COLLABORATION WITH:





OUTDOOR LEARNING

HISTORY

The Outdoor Education was born in the second part of XX century in Northern European countries such as Norway, Germany and Finland.

The OE also draws its origins from authors such as John Dewey, Rousseau, Steiner or even Alexander Neil, in which experience, the external environment, the link with nature were considered key concepts of education.

Born as a response to the indoorization phenomena that, from the industrial revolution onwards, have been the expression of the changed relationships between man and the environment, OE is today a pedagogical proposal that also offers a response to the new lifestyles imposed by the recent pandemic.

At the international level, this type of education is a pedagogical orientation that aims to encourage experiences in direct contact with the environment: from the natural need in childhood to explore and test, to environmental education projects. For this reason, lots of people called it an education in the nature.



DEFINITION

The term 'outdoor education' encompasses a wide variety of pedagogical experiences characterised by active teaching that takes place in environments outside the school and is based on the characteristics of the territory and the social and cultural context in which the school is located.



From this point of view, it is necessary to specify that it is not enough to go outside the classroom to be able to speak of OE; in fact, in a pedagogical experience of this kind, it can not be missing:

interdisciplinarity

the activation of
interpersonal relations


the activation of
ecosystem relations

With the term "outdoor education" we do not only refer to experiences that take place in natural contexts - e.g. school gardens, parks, farms - but also to didactic paths realised in urban environments - e.g. museums, squares, city parks - where a direct and concrete relationship with the real world is guaranteed and the involvement of the subject undergoing training in its entirety (cognitive dimension, physical dimension, affective dimension and relational dimension).

OE promotes education that is diffused in different educational spaces and not limited to the space offered by the school building.

OE IDENTITY ELEMENTS

- Teaching in out-of-school environments
- Active learning
- Curricular
- The space outside the school (both natural and urban) is considered a learning environment and a privileged place for learning in connection and continuity with the indoor environment.
- The activities are based on direct experience, workshop methodologies and the active involvement of students in 'authentic' situations.
- Activities are designed within the curricula as an extension of what happens inside the classroom.



- Time & intensity


- Interdisciplinarity

- Purpose

- The activities are not occasional but are part of a curriculum design that includes active learning experiences in both indoor and outdoor environments.

- Activities are designed to foster interaction between subject knowledge.

- Going outside is not enough to generate significant learning in trainees in terms of acquiring disciplinary knowledge and transversal competences. It is crucial to abandon a naive conception of OE, typically sensory and experiential, and to strengthen the educational intentionality that selects and structures educational opportunities and guides the trainee in his/her learning process.




- Educational planning
 - Planning based on the characteristics of the territory and the social and cultural context in which the school is located
 - Activation of interpersonal relations, ecosystem relations and ekistic relations
- Educational planning is fundamental for effective OE experiences. Pro-gramming is important to plan the before, manage the during, and evaluate the after. The teacher plans outdoor activities taking into account the age and level of the trainees and their previous skills, aiming to achieve new ones..
 - The external context is the learning environment and content. Fundamental is the involvement and active participation of local authorities, companies, etc. in all phases of OE courses.
 - The relationship is the central element in an EO experience, whether it is the activation of interpersonal relations (with one's peers, the teacher or other adults involved in the experience), relations with the natural environment, or an ecological reflection on the relations between man, society and territory.


- *Involvement and protagonism*

- Flexible time

- A holistic approach involving the use of all senses and languages by the learner and involving all dimensions of the person (cognitive dimension, physical dimension, affective dimension and relational dimension). The learner is encouraged to become an effective agent of social and cultural change, a protagonist in the construction of new life values.
- School time is necessarily extended and no longer organised around the 'lesson time'. OE educational activities involve the body and the senses, introducing the dimension of waiting, observation and curiosity. Reconciling the time of learning with the time of experience therefore means choosing slower, more relaxed times with the achievement of more solid, deep-rooted learning.



- Training

- The training of school staff, through specific training interventions on the OE pedagogical approach, is the first step to design effective educational paths. The educational direction of adults is crucial in their role as intermediaries between the trainee and the opportunities offered by the environment outside the school. The adult must therefore necessarily be oriented through training paths built on the basis of the characteristics of each school and each territory.
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OE does not prescribe activities and objectives to be achieved; these are defined according to the specificities of each educational context and teachers' choices.

The OE educational offer therefore includes a wide variety of didactic activities ranging from perceptual-sensory experiences (educational garden, visits to farms, museums, parks, etc.) to experiences based on socio-motor and exploratory activities typical of adventure education (orienteering, trekking, sailing, etc.)




THE MAIN DIMENSIONS INVOLVED IN OE ACTIVITIES

- Perceptual-sensory
- Socio-motor and exploratory
- Personal
- Activities characterised by direct contact with nature and the discovery of one's own territorial and social context (creation of educational gardens, visits to farms, museums, parks, etc.).
- Activities characterised by the adventure dimension (adventure education) aimed at developing kinaesthetic awareness and personal and social development, such as orienteering, trekking, sailing, etc.
- Activities that foster the development of self-esteem and self-awareness, a sense of reality and resilience, risk assessment and the acceptance and appreciation of error.

- Social and ethical
- Environmental and ecosystem
- Technological

- Activities that allow the knowledge of the territory and its needs and that promote paths and contexts of 'caring' actions and active citizenship, such as Service Learning.
- Activities that come under Environmental Education and that promote awareness of the interrelationship between man and nature and stimulate respect and care for the natural environment.
- Activities favouring the integration of new technologies and digital languages, such as coding, robotics, tinkering, etc. In some cases (e.g. integrated digital didactics, DDI) the digital is also the 'place' where the OE experience is realised.



THE PEDAGOGICAL PRINCIPLES OF OUTDOOR EDUCATION

EXPERIENTIAL LEARNING AND PLACE-BASED EDUCATION

EXPERIENTIAL LEARNING

Experiential learning (Kolb, 1984) sees cognitive, emotional and sensory experience as the core around which the learning process revolves.

In opposition to transmissive didactics, experiential learning places the learner, his 'doing' and his 'thinking', at the centre of the learning process and the transformation of knowledge.

PLACE-BASED EDUCATION

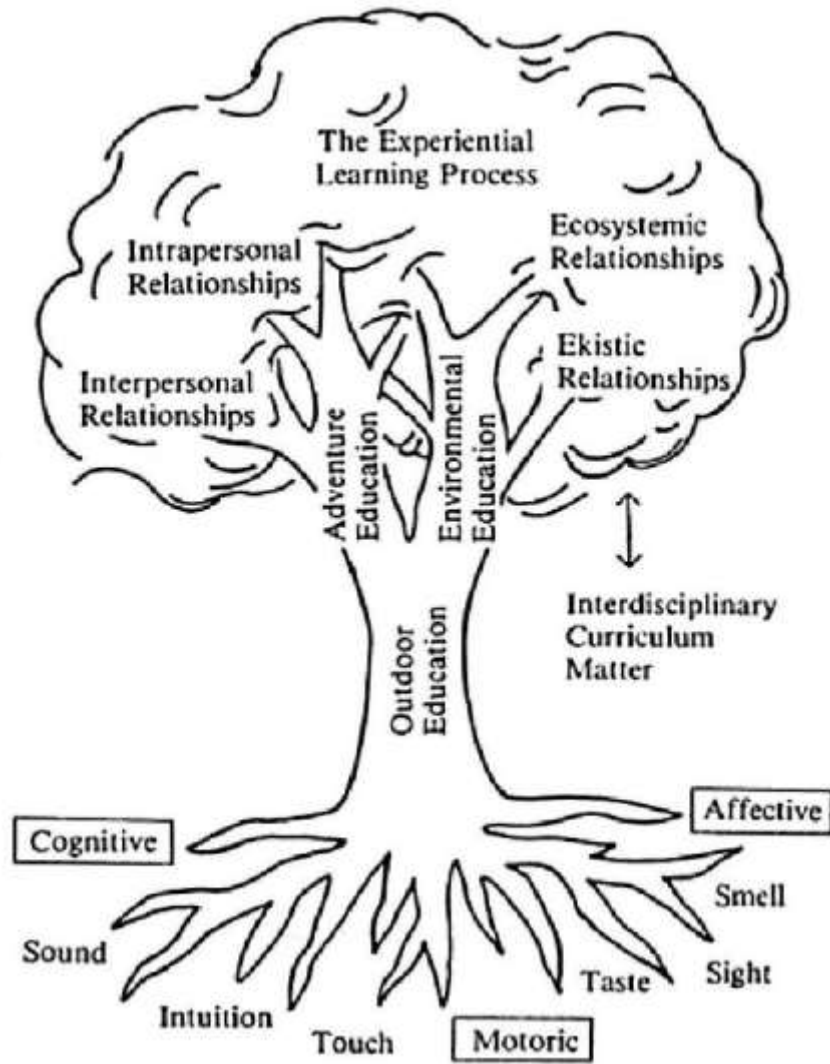
Place-based education (Sobel, 2004) which recognises the value of place and territory as a primary source of stimuli for learning and as a privileged space for personalised, authentic, meaningful and involving learning.

This approach, closely linked to environmental education and education for sustainable development and characterised by a multi-disciplinary approach, aims to connect students with their own community and enable them to acquire skills to reflect on and address local problems in a global context.

OUTDOOR EDUCATION FOR THE ACQUISITION OF CIVIC AND SOCIAL COMPETENCES

Place-based education is the fundamental basis of OE experiences, through which each person can test, try and face real challenges in group situations, thus facilitating the development of motor and language skills, as well as those of leadership and problem solving; skills which, once acquired, allow to increase confidence both in oneself and in others.

Priest (1986) highlights two main approaches to OE: Adventure education (focusing on outdoor sporting activities) and environmental education (focusing on the young person's relationship with him/herself and with others), which also covers sustainable development issues (focusing in particular on the analysis of the relationships between the various elements of the young person's environment).



THE TREE METAPHOR

THE SCHOOL, FAMILY AND TERRITORY RELATIONSHIP





THE PARENTS' ROLE

The management of OE activities requires collaboration with the families, meeting logistical needs, first of all adequate clothing (boots, waterproof capes and hats, overalls, etc.), which can allow access to the outdoor environment in all weather and seasonal conditions: light rain, mud, wet grass, snow, wind, etc.

Secondly, it is a question of safely managing the spaces used, through appropriate preparation of the environment itself and regulation of the actions that can and cannot be taken.

This method educates the children to behave responsibly towards dangers, thanks to the experience of risk, emerging from the awareness of their own individual limits and forged by the direct relationship with the external environment.



The aim is to establish a link with nature, thus helping children to develop important aspects of their education and personality.





CONSIDERING ATTITUDES

The educators need to consider three possible attitudes:

1. leaving the children free and following their intuitions, their interests, their curiosities. In other words, it is a question of supporting the actions undertaken by the children and taking them up again in the section, linking them to the educational programme both in an interdisciplinary sense and as possible deepening or enrichment of objectives already present in the overall educational project;
2. directing the children's curiosity towards activities already included in the educational project, thanks to the skilful preparation of the external setting (if schoolyard) or the choice of particular settings (if guided outing).
3. The unexpected, i.e. a sudden orientation caused by a random fact or event that becomes the child's focus of attention and activity. The unexpected has the advantage of generating astonishment, wonder and action, facilitating the process of learning from the known to the unknown, i.e. acting on what was not planned and becoming a sensitive experience.

**THANK FOR
YOUR
ATTENTION!**

