



Sokrates
Comenius

OUTLiNES

Compiled evaluation report of the test runs – Foundation Course

**Project OUTLiNES –
Outdoor Learning in Elementary School –
from Grass root to Curriculum in Teacher Education**



February 2009

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Introduction

In this report, the results from evaluations of 6 national and 6 international test runs of the Foundation Course in Outdoor learning in the project OUTLiNES are compiled.

The 6 national test runs were carried on during the spring of 2008 (one in August/September 2008), where they were evaluated by both the students and the lecturers. The course was refined according to this, and the international test runs took their course in the autumn of 2008.

The aims of the foundation course are:

“The Foundation Course gives the students experience with, knowledge of and insight in using the landscape as a learning resource in the educational process”

Working progress

Several steps and refinements have been done during the evolution of the Foundation Course during the project period:

First Test run:

- Foundation Course, 1st test run, daily reflections
- First test run, students’ first evaluation (immediately after the Course)
- First test run, lecturers’ evaluation
- First test run, students’ second evaluation (after 6–8 weeks)
- Refining the Foundation Course

Second test run:

- Foundation Course, second test run, daily reflections
- Second test run, students’ first evaluation
- Second test run, lecturers’ evaluation
- Second test run, students’ second evaluation (after 6–8 weeks)
- Second refinement of the Foundation Course

Some of the original working papers for this report are attached as examples. In this first part, you will find the main conclusions of all of the evaluations.

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- *Examples of compiled evaluation sheets (DK, first test run)*
- *Example of original evaluation from ONE student, international (second test run) in Denmark (Swedish student)*
- *Examples of compiled evaluation sheets, second test run (LV)*

Main conclusions on all evaluations (summary)

According to the aims of the course we have developed a Foundation Course, that, within its duration, gives the students both theoretical insight in and practical experience with outdoor learning in elementary school.

This course can be used as a useful introduction to the field of outdoor learning for teacher students, as evaluated both by lecturers, experts and students.

In the following a summary is presented of the quantitative and qualitative data collected from students', experts' and lecturers' evaluations after the two test runs of the Foundation Course.

Quantitative data

The test runs were carried out in six different countries. Six test runs for national students in the language of the country, and six test runs for groups of international students, with the course language being English.

In all international courses, at least four nations were represented. Different numbers of students attended the courses as shown in this table:

<i>Country</i>	<i>First test run, national students</i>	<i>Second test run, international students</i>	<i>Nationality of international students</i>
<i>Estonia</i>	<i>12</i>	<i>11</i>	<i>DK, NO, SE, EE, CZ</i>
<i>Czech Republic</i>	<i>12</i>	<i>10</i>	<i>DK, SE, EE, CZ, NO</i>
<i>Norway</i>	<i>13</i>	<i>7</i>	<i>SE, DK, EE, CZ</i>
<i>Sweden</i>	<i>13</i>	<i>9</i>	<i>DK, CZ, EE, SE</i>
<i>Denmark</i>	<i>8</i>	<i>9</i>	<i>DK, EE, CZ, SE,</i>
<i>Latvia</i>	<i>18</i>	<i>12</i>	<i>SE, DK, NO, LV</i>
<i>Total</i>	<i>76</i>	<i>58</i>	<i>6 different countries</i>

Because of the national agencies of Latvia didn't have the possibility to find extra financing for this project as Latvia joined the project later, no students could attend the test runs in foreign countries.

Students' evaluations of the Foundation Course

The course was evaluated both quantitatively and qualitatively, according to the attached evaluation form (attachment nr 1).

The students were asked to evaluate the test runs both with a written form (attachment nr 1), and by oral group evaluation. Examples of their original comments are attached to this report, but here we compile the evaluations from all test runs and illustrate them with examples.

1. The students' expectations

The students were asked to what extent their expectations had been met during the course, and asked to rate it from 1 (lowest) to 5 (highest) score.

Have your expectations been met?

Country	1st test run 1st evaluation	n	1st test run 2nd evaluation	n	2nd test run 1st evaluation	n	2nd test run 2nd evaluation	n
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LV	4.2	18	4.9	16	4.2	12	4.2	12
CZ	3.83	12	3.66	12	4.25	8	3.86	4
EE	4.8	12	4.8	12	3.0	7	3.0	7
DK	4.14	7	4.8	5	4.25	8	3.5	4
Mean*	4.28	62	4.35	58	4.05	44	3.81	30

* Weighted mean: $(4.4 \times 13) + (4.2 \times 18) \dots \text{etc}/n$ total

** As the students in Norway didn't answer this question in this form, it is left out.

Experts' comments

The use of a lot of practice illustrating major methods and ways of teaching is without a doubt a great way to carry out this course – that is “To learn about outdoor learning by doing outdoor learning” is a successful and relevant way to teach this topic.

At the evaluations after the test runs, the expert agreed on the use of some more literature for the course. The theoretical background has not been satisfyingly documented in written sources, and the partners still ask for literature at a proper level on e.g. teachers' role in the outdoors.

Common literature could be:

Lars Owe Dahlgren and Anders Szczepanski: “*Outdoor Education – literary education and sensory experience*”, Linköping University, 1998

Article written by Arne N. Jordet in the Manual for the Foundation Course (www.outdooreducation.dk)

3 first chapters from “*Teaching in the Outdoors*” by Hammermann *et al.*

3. Timetable

The timetable contained common elements in all countries and common ways of working. As the experts agreed in these common elements, these were a part of all test runs. In the last part of this report you will find our “Ideal Schedule for the Foundation Course”.

The timetables contained the following common elements:

School visit

Practice with children

Short written task

Sleepover in nature

International evening, planned by the students

Reflection time with use of reflection sheets, and reflection booklets

Theory lesson indoor on outdoor learning

Using the nearby environment as learning place

Using nature as a learning place

Using the city/urban areas as learning place

Using cultural places, museums, churches and so on

Students evaluations of the timetable (scale 1–5, 5 best):

Country	1st test run 1st evaluation	n	1st test run 2nd evaluation	n	2nd test run 1st evaluation	n	2nd test run 2nd evaluation	n
SE	3.7	13	4.7	13	4.7	9	3.2	3
NO								
LV	2.8	18	3.4	16	4.0	12	4.1	12

CZ	4.66	12	4.83	12	4.36	8	3.86	4
EE	4.1	12	4.1	12	3.3	9	3.3	9
DK	4.33	9	4.4	5	4.88	8	4.25	4
Mean*	3.79	64	4.22	58	4.62	42	3.54	34

* Weighted mean: $(3.7 \times 13) + (2.8 \times 18) \dots \text{etc}/n \text{ total}$

Most students were satisfied with the timetables. What caused some frustration was if the schedule changed too much after the arrival of the students. The course leadership should be aware of the importance of making and following their own schedules and timetables.

As seen by the numbers of the first test runs, the impression of the schedule improved after six weeks (going from mean 3.79 to 4.22). That is, when the students look back at their experiences as a whole, maybe they better see the red lines and the connections between the lessons.

In the international test runs, we see the opposite tendencies.

Experts' comments

The **most** useful sessions, as selected by the students, are connected to the many practical tasks in the course. The students point to the school visits and the sleepover in nature as some of the best parts – according to their own experience and their own learning process.

In Estonia, the students met local green politicians, and gave this activity a high score, and the Norwegian students rated the use of drama very high.

The “Most useful sessions” point both to the students’ own experiences and the sessions with learning effects. Some students also just look on themselves, e.g. *“I know that in my country religion lessons are not popular and those are not written in the curriculum”* (Church visits, DK) and not on the learning possibilities in visiting a cultural place *as an example*.

Some students didn’t come to learn about teaching skills, but only subjects, but some of these students moved, according to their daily reflections, towards a greater focus on their own development as teachers.

The **Least** useful sessions according to the students varied a lot, and did not show any common pattern. Some local changes have to be made, but the common impression is that they are only minor changes. The relation and ratio between indoor and outdoor lessons varied from course to course, as illustrated by the different comments from students.

On the question “Elements missing from the course?” some students needed more activities for the older pupils, and the experts agreed to be better at asking the students how activities can be developed to be used by older pupils too.

4. Learning effects

The students had to express their opinion of the learning effects according to the project aims, and rated from 1 (lowest) to 5 (highest). Most of the students express that the learning effect is high, as seen by the ratings, for example Denmark’s average of 4.4.

Learning effects:

Country	1st test run 1st evaluation	n	1st test run 2nd evaluation	n	2nd test run 1st evaluation	n	2nd test run 2nd evaluation	n
SE	3.9	13	4.3	13	4.6	9	4.2	3
NO	4.7	10	4.0	7			4.6	5
LV	4.4	18	4.4	16	3.7	12	3.8	12
CZ	4.16	12	4.5	12	4.25	8	4.0	4
EE	4.6	12	4.6	12	2.5	9	2.5	9
DK	4.29	7	4.67	6	4.38	8	4.0	4
Mean*	4.33	72	4.42	66	3.86	46	2.89	47

*Weighted mean: $(3,9 \times 13) + (4,7 \times 10) \dots$ etc/total n

All students from the test runs now feel more comfortable using the landscape as a learning environment, as asked in the evaluation form.

“Yes, and I think it will be hard for me NOT to use it!” (International test run, LV)

“Absolutely, partly because we got a good basic knowledge and partly because I understood that you do not have to be in the forest all the time.” (International test run, SE)

The low learning effect score in Estonia, international test run, is probably due to the fact that a lot of the students attending this course already had some experience with Outdoor Learning. The Foundation course is a basic course, and if you already know a lot about the topic, your learning effects will be regarded as lower than if you are all “green”.

As can be seen from the numbers, the learning effects of the international courses are all lower than the national courses. As we haven't asked, we don't know what the reason for this is, but a good guess, consistent with the comments from the students, would be the language problem. Attending a course in a second language, both for students and lecturers, will give another learning effect than if they both were native speakers.

Other comments added (students evaluations):

Most students were very satisfied with the course, as they describe it:

“I love this project and I am sad it's over.” (International test run, LV)

“It was a very good course and I hope others will get the same chance to participate.”

(International test run, LV)

“This course should be compulsory for all teacher students. It would be an “eye opener” for everybody” (First test run, national students, DK)

“Learn new ways about teaching new ideas.” (International test run, CZ)

Some students also experienced the importance of the methods as examples, and crossed the boundaries of their own subject-oriented thinking:

“Students taking part in this course should be with at least some pedagogical experience.”, “This is the necessary experience for every teacher.” (International test run, LV)

“Got to learn myself a lot of more, challenged myself, more self-confident and got another perspective on learning and teaching.” (International test run, CZ)

“I learned/saw a lot of activities that I will bring to school when I start working.” (International test run, CZ)

“I took really good advice what I can use my future job with kids and teaching them.” (International test run, CZ)

For the international part, the exchange of experiences from different countries and being together was high rated for most students. But some students found that the course was too “tight” and didn’t give room enough for reflections and for being alone.

“The idea about international test runs was good we gained good experience with international cooperation.” (International test run, EE)

“ You learn much things from yourself and from other people.” (International test run, CZ)

Experts’ comments on some students’ comments:

Experts: *“Some students were not oriented to work with small children (EE comment) and in bigger groups (LV comment)”*

Student: *“At many cases the language barrier between lecturers and students was too big”* (International test run, EE)

Expert: *“It is a problem, if the students and the lecturers do not speak a proper English.”*

Conclusions on this report and remarks for further development

The main conclusion is that we have developed a great Foundation Course in Outdoor Learning with major learning effects.

Some local changes must be made, but as we have evaluated and developed this in common, it seems only minor changes are needed. This is about:

Its important to emphasize that this is a course for beginners

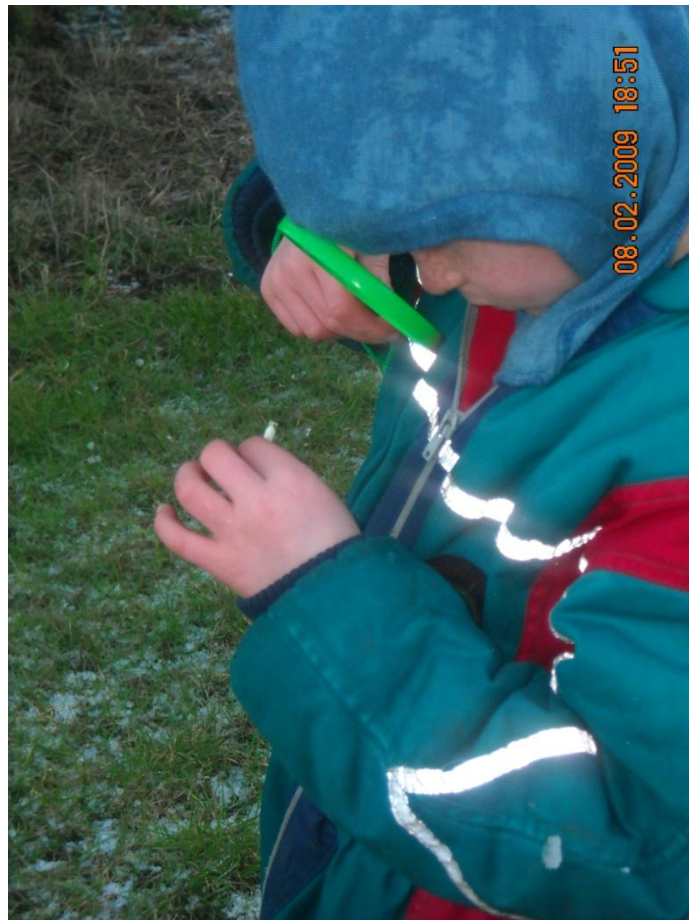
Having enough, but not too difficult reading material

More activities for older children

Not changing the approved schedule and being aware of the students' backgrounds and expectations

Being aware of language problems

Not making the schedule too tight, more time for reflections



Ideal schedule for Foundation Course

During this project, we discussed and tested some different forms of week schedules. Based on this work, we can make an “ideal” schedule for the six day long Foundation Course.

Day 1 Nearby environment	Day 2 Cultural environments	Day 3 Outdoor in practice – school and social life	Day 4 Nature, leadership	Day 5 Nature	Day 6 Reflections
Start Plans Tasks Icebreakers	Outdoor learning in urban environments	School visit	Sleepover in nature	Early morning activities	Cooperative learning – the students teach each others
Theory lesson: “What is outdoor education”	Visit a church or museum, using cultural places		Basic outdoor life, making a camp, things to be aware of with children, handicraft	Getting back from nature	Reflections and responses on students’ work
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Practical tasks on outdoor education in nearby environment	Time off for the students to experience the country for themselves	Reflections on school visit, and responses on experiences	Activities in nature, could be connected to a resource person – a ranger, a teacher, a birdwatcher, a scout, etc.	Time off as the students will be very tired	Evaluations on the course Compiled reflections on the students learning process and plans for future development NB: Students should write the small written task afterwards!
Teambuilding games	Theory about teachers’ role and pupils’ learning process	Activities connected to aesthetical approaches to learning (practice, outside)	International evening, everybody contribute with something from their country	Students prepare their cooperative learning lesson for tomorrow	
Introduction to reflection sheets and reflection booklets (logs, diaries)	Preparing for school visit and eventually activities with children	Reflections and logs			
Welcome evening	Reflections and logs	Cultural activities, e.g. concert, theatre or something			Goodbye evening

Attachments:

Students' evaluation forms

- Written form, first and second test runs (almost equal)
- Group evaluations, oral form

Examples on compiled evaluations from first test run (EE)

Results from sharing experiences on the first test runs at the meeting in Norway

Results from sharing experiences on the second test runs at the sixth meeting in Tallinn

Examples of compiled evaluation sheets (DK, first test run)

Examples of compiled evaluation sheets, second test run (LV)

Attachment 1: the students' evaluation paper



Sokrates
Comenius

Students' 1st Evaluation of the 1st Test run – Foundation Course Project OUTLiNES – Outdoor Learning in Elementary School – from Grass root to Curriculum in Teacher Education

The Aim of the evaluation is to develop and refine the Foundation Course in Outdoor Learning as a part of the European project “OUTLiNES”.

Several steps of evaluation and refinement of the Course will be taken during and after the 1st test run:

First Test run:

- Foundation Course, 1st test run, daily reflections
- First test run, students' first evaluation (immediately after the Course)
- First test run, lecturers' evaluation
- First test run, students' second evaluation (after 6-8 weeks)
- Refining the Foundation Course

Second test run

- Foundation Course, second test run, daily reflections
- Second test run, students' first evaluation
- Second test run, lecturers' evaluation
- Second test run, students' second evaluation (after 6-8 weeks)
- Second refinement of the Foundation Course

The students' will participate in the following parts of the evaluation:

- Daily reflections
- Filling out an evaluation form immediately after the test run
- Filling out an evaluation form app 4 weeks after the test run (by e-mail). This will be sent together with a “short written task”.

The Aims of the Foundation Course are:

“The Foundation Course gives the students experience with, knowledge of and insight in using the landscape as a learning resource in the educational process”

Please answer the evaluation form keeping the following in your mind:

Did you get experience...?

Did you get knowledge of...?

Did you get insight in...?

-

3. **Timetable** – see the timetable above.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

- Which session(s) did you find **most** useful?

Why?

- Which session(s) did you find **least** useful?

Why?

- Were any elements missing from the course?

4. **Learning effects**

low

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	high
1	2	3	4	5	

- What did you learn during the course? Keeping 3 criteria from “Aims” in mind: experience, knowledge of, insight in?

- Do you now feel more comfortable using the landscape as a learning environment?

6. **Please add any other comments here**

Thank you for helping us developing an even better course



Sokrates
Comenius

**Students' 1st Evaluation of the 2nd Test run – Foundation Course
Project OUTLiNES -
Outdoor Learning in Elementary School –
from Grass root to Curriculum in Teacher Education**

The Aim of the evaluation is to develop and refine the Foundation Course in Outdoor Learning as a part of the European project “OUTLiNES”.

Several steps of evaluation and refinement of the Course will be taken during and after the 2. test run:

Second test run

- Foundation Course, second test run, daily reflections
- Second test run, students' first evaluation
- Second test run, lecturers' evaluation
- Second test run, students' second evaluation (after 6-8 weeks)
- Second refinement of the Foundation Course

The students' will participate in the following parts of the evaluation:

- Daily reflections
- Filling out an evaluation form immediately after the test run
- Filling out an evaluation form app 4 weeks after the test run (by e-mail). This will be sent together with a “short written task”.

The Aims of the Foundation Course are:

“The Foundation Course gives the students experience with, knowledge of and insight in using the landscape as a learning resource in the educational process”

Please answer the evaluation form keeping the following in your mind:

Did you get experience...?

Did you get knowledge of...?

Did you get insight in...?

Evaluation Form

Student evaluation of the 2nd Test run of the Foundation Course Project OUTLiNES

Please keep in mind that YOUR opinion and recommendations are essential to this project and its development, so please take your time to think it through and answer all the questions carefully. We need your help to make the course even better.

Tuesday 2.9.	Wednesday d.3.9.	Thursday d.4.9.	Friday d.5.9.	Saturday 6.9.	Sunday 7.9.
	KSBA all day	JHG, DSK, KSBA	KSBA, TOL,	KSBA, JPE	KSBA
Before arrival: Read: L. O. Dahlgren and A. Szczespanski: <i>“Outdoor education – literary education and sensory experience”</i> , Kinda Education centre, No 1 Read: <i>“What is Outdoor Learning”</i> by Arne Jordet, unpublished (attached)	9.00 – 10.00 Introduction to the course Icebreakers Name- games 10.00 – 10.30 Practical informations: Sleep over Short written task Reflection everyday Bicycles 10.30 – 12.00 Learning through activity and body - language in outdoor learning, practical tasks, outdoors	07-08.00 Swimming possible 8.30- 11.00 Schoolyard and learning through practical tasks. Math and outdoor learning, practical tasks Jens Hagelskjær 11.00 – 11.30 Reflections and logs	Schoolvisit – we visit a School with outdoor education 8.00 - 11.40 (12.00) Departure 7.20 on bicycles from Nørre Nissum to Fabjerg udefriskole, www.udefriskolen.dk Lemvig city day We go by bicycle to Lemvig	12.00 - Going to the forest by Bicycle, sleepover in nature. Orientering, map-reading, physical education and Science in the outdoors. Lunchpacket 15.30 – 17.30 Nature ranger Julietta Pedersen – <i>“Outdoor Science activities for Kids”</i>	Up at 05.00 – see the day dawn “Tracks and trails” from animals Bicycle to “Møllesøen” beaver trail Arrival at 14.00 to Nørre Nissum
Lunch can be bought in the “Kantine”	Lunch can be bought UC 12.00 – 13.00	Lunch can be bought UC 11.30 – 12.30	Lunchpacket	Fish at 18.00	Afternoon off for rest
Arrivals Accomodation at the students house	13.00 – 15.00 Indoor lesson: “What is outdoor learning” ppt	12.30 – 15.15 Nearby environment – the Church.	12.30 – 14.00 Outdoor learning in urban areas – Physics in the outdoor, stars and planets	Sleep over in nature Outdoor life and skills Nature by night	

	15.00 – 16.00 Introduction to reflection sheet and logs	Religious education and Outdoor learning – ethics and visiting the local church. Dorete Kallesøe 15.15 – 15.45 Theory lesson KSBA: “Teacher types”. At you own: Reflections and logs.	Torben Lisbye. 14.00 – 15.30 Planet trail /museum 17.00 Time to shop in Lemvig, shopping for the trip tomorrow. “Lidenlunddage” historical city Dancing and eating at “Kirketorvet” (church)	Hear the Dears growl Reflections and logs Each country brings some special food, a song, a snack, a history for everybody at the evening.	
Dinner together at the UC (Pizzas)	Dinner at your own	Dinner at your own Students bar “Degnen” open 14-18 19-20 Swimming possible	Traditional dinner in town (pay yourself) Reflections and logs – what teacher types did you experience today ?	Dinner at the Bonfire	Dinner at your own, reflections and logs.

Instructions to filling out the form:

Please answer every question with a written answer **and also** with a cross in the box with numbers.

The scale goes from 1 – 5 where:

A number 5 means: Very well

A number 1 means: Very bad

- What did you learn during the course? Keeping the 3 criteria from “Aims” in mind: experience, knowledge of, insight in?
- Do you now feel more comfortable using the landscape as a learning environment?

5. Accommodation

How is your rooms ?

Are the possibilities to get food etc good enough ?

Any comments ?

6. Please add any other comments here

Thank you for helping us developing an even better course



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Students' group Evaluation of the 1st Test run – Foundation and Subject Course

Project OUTLiNES – Outdoor Learning in Elementary School – from Grass root to Curriculum in Teacher Education

The Aim of the evaluation is to develop and refine the Foundation Course in Outdoor Learning as a part of the European project “OUTLiNES”.

The group evaluation will be verbally, and evaluate BOTH testruns in one evaluation.

How to do:

Each student writes for themselves the 3 best things of the course, and the 3 worst things.

The lecturer writes on the blackboard two columns, one with the headline “best” and one with the headline “worst”.

The students fill their words in the columns.

These two columns is the base of the verbal discussion.

Finally, the lecturer writes down the columns, and comments them shortly (written). These comments and the column is, together with the individual written evaluation the base for the evaluation of the course structure and form.

We suggest that you plan about 45 min to this evaluation.

These evaluations will be send to the working platform (www.cvumidtvest.dk) when the courses are finished.

All these evaluations will be discussed at our meeting in Norway in May 2008.

Attachment 2: examples on conclusions from Foundation course, Estonia, first test run

A Short Report of the Foundation Course of Outdoor Education

Time of the event: October 22–26, 2007

Place of the event: Matsalu National Park

Participants: Students from Class Teacher specialty and from the field of Natural Sciences (14 students all together)

Coordinators of the course: Leida Talts and Mikk Sarv

Expert: Eva Kätting

Lecturers: Kristel Vilbaste, Eha Jakobson, Mart Laanpere, Tõnu Ots, Marek Stranberg

Outdoor classes were conducted by: the teachers of Kasari Basic School

Bird watching was conducted by Eve Mägi

The aims of the foundation course are: *The foundation course gives the students experience with, knowledge of and insight in using the landscape as a learning resource in the educational process.*

1. Preparatory process for organizing the Outdoor Education course

We started to prepare for the Foundation Course of Outdoor Education in the beginning of September, when we compiled the activity plan for the course, introduced its content to the students, agreed on the place of organizing the course and the means necessary for carrying out the course. The preparatory process consisted in the following activities:

- introducing the objectives and content of the course to the students (presentation made by Mikk and Leida)
- additional information aimed at involving students
- newsletter and briefing a week before departure to Matsalu
- agreements on organizing transport, catering, and accommodation
- acquiring study materials

1.1. Introducing the objectives and content of the course to the students

Mikk Sarv presented the objectives of Outside Education and the partner countries participating in the project. A few weeks later Leida Talts made the same presentation to those students of the Class Teacher specialty, who were not present the first time the presentation was made. Content of the presentation.

1.3. Newsletter and briefing

While the group was not fully assembled as a result of introducing the course program by Mikk Sarv and Leida Talts, an additional newsletter was drawn up, where students were invited to participate in the course of Outdoor Education. As a result of this additional advertisement a 14-member group was formed, which was entirely sufficient.

10 days prior to the beginning of the course we sent a *short explanatory notice* to the students and invited them to join our briefing to discuss the details of the course.

Short explanatory notice

Outdoor Education week in Penijõe/Matsalu Nature Park, October 22–26

Departure

October 22 at 9 am, gathering in front of TLU building at Uus-Sadama 5

Back to Tallinn

October 26, afternoon.

Clothing

Watertight and warm outerwear (watertight jacket and trousers, jersey, hat, scarf, gloves, warm socks – several pairs of socks and gloves), comfortable footwear, desirably also rubber boots, footwear and clothes for inner use. If possible, take along a sleeping bag, although these will also be provided by the accommodation provider.

Work equipments

Stationery, if possible, also personal laptop and digital camera; interesting games to play in the evening.

Other

Hopefully we will be fed well during the study week, but every once in a while we have a wish to nibble on something. Since there isn't a store nearby, take along some snacks.

1.4. Transport, catering, and accommodation

We used the transport and catering service offered by Matsalu Natural Park. We were not charged for accommodation.

1.5. Acquiring study materials

Each student was given a copy of the book “Outdoor Education” by L. O. Dahlgren and A. Szczepanski, a notebook for taking notes and equipment for group work.

2. Reflection

2.1. Daily reflection

During the whole study week we regarded versatile reflections highly important. One type of reflection was group reflection. Kristel Vilbaste recommended students to divide into four groups and every group was instructed to perceive the experiences of each day through one of the senses: hearing, sight, taste/smell, touch. Additionally a summary of the day's activities was made in the end of each day.

Students were able to point out games that allow perceiving with different senses – getting-to-know games, trust games, moving games, etc. For example, students from the “sight” group pointed out that *we learned to be attentive, we had emotional experiences through seeing, we learned to memorize the faces of our partners* (most students did not know each other before), *our spatial perception improved, we trained our visual memory, etc.*

Students were active and creative in group reflections, illustrating the day's activities on big paper boards and reporting the results by active participation of each group member.

2.2. Students' first evaluation (immediately after the Course)

In the end of the last day of the course students filled in an evaluation questionnaire, which had been compiled at earlier meetings (in Tallinn and Linköping) and complemented with suggestions (from Karen).

Positive evaluations

In brief it can be said that students' evaluation was very high. Due to lack of previous knowledge and practical experience in the pedagogy of Outdoor Education many students noted that the course exceeded their expectations. Students marked that they got an idea of the nature and possibilities of Outdoor Education and that they would definitely like to participate in a follow-up course.

Positive evaluation was given to the content of the course throughout the whole week. Practical activities received the highest evaluations, especially the outdoor classes observed in Kasari Basic School. Students were also grateful for the games they had learned and which they took part in with great enthusiasm. Taking into account the weather conditions in late autumn, spending the night in tents was a great challenge, but it received extremely positive feedback.

Associating theoretical studies with practical activities was also positive. For example, the lecture from Mart Laanpere followed by practical exercises on locating on landscape by IT devices inspired students. The same can be said also about the presentation by Eha Jakobson, which was illustrated with edifying slides of her pupils in a small county school demonstrating outdoor education. Note from one of the students: *They are like Bullerby children.*

Critical evaluations varied from student to student. For example, evaluations on the intensiveness of work were not very unanimous. Most students regarded intensive working days necessary and were not in favour of a longer pause in the afternoon the day after spending the night in tents. But 2 or 3 students would have wished to have a longer time for relaxing after lunch.

Students were the least inspired by bird watching, which directly followed the night in tents and breakfast after it. Although the ornithologist's talk was interesting and the possibility of watching birds with binoculars was exciting, certain tension after sleeping in tents carried considerable importance. Some students felt cold after leaving the heated tents and it withheld them from properly focusing on observing the nature.

Some students were not completely satisfied with accommodation: one of the bedrooms was cold the first night and the washing facilities could have been better.

2.3 Reflected log

Five weeks later each student presented a thorough reflection of the course. Unanimously, introducing the principles of Outdoor Education and learning about the possibilities of teaching Outdoor Education in open air were regarded very important. While the main subject of the Estonian group was Natural Sciences, Matsalu Natural Park offered versatile possibilities to perceive natural environment with different senses and to analyze, how the obtained experiences could be applied in teaching. Students liked the idea of dividing into different "sense" groups –

hearing, sight, taste/smell, touch – and they gladly gave feedback on what they perceived by different senses, using educational games and orientating in nature.

Students gave positive feedback on general organization of the study week, the choice of lecturers and their own participation in different activities. Although students liked practical activities (games, assignments, participating in Outdoor Education lessons, etc.) more than theoretical studies, their in-depth analyses show that they were highly motivated by presentations from enthusiastic lecturers on different teaching approaches and teachers' possibility of getting to know their pupils better within Outdoor Education lessons.

Students noted that they felt as equal partners to teachers and the study week offered many occasions for dialogues, discussions, talking, and social activities (bonfire night, preparing food, telling stories of one's home, etc.)

As teacher training students, young people analyzed everything they learned and experienced from the point of view of future teachers. They were impressed by Outdoor Education lessons in Kasari Basic School and in Lihula. The greatest wish the students had were to apply their new knowledge as soon as possible and to help teachers in carrying out the Outdoor Education lessons in the next stage of the project.

2.4. Feedback from teachers

The evaluations by teachers revealed the following positions: students' attitude towards Outdoor Education course was positive, which was asserted by their active participation in both lectures and practical activities. The wish to take part in the next courses was solid proof of students' positive evaluations.

It is likely that in the future more effort should be made in the preparatory stage of the course. Not all students had made the importance of having suitable clothing and footwear clear for themselves (some students occasionally complained about being cold). Likewise, students should be encouraged in advance to ask for help in case of problems or offer solutions and help. Instead of feeling cold, asking for warmer clothing from a fellow student or helping someone else with an extra jersey would make a difference. Working as a teacher knowing such things is essential.

All teachers acknowledged students' good skills of discussion and their creativity in summing up the day's activities, as well as giving feedback on completing individual assignments.

The students registered in the *Foundation Course of Outdoor Education* get an assessment of 3.0 ECTS for participating in the course and submitting their reflection and final report.

Attachment 3: compiled conclusions from the first test runs in all countries

Remarks from “Minutes of the meeting in Norway”: first test runs

Sweden, Latvia, the Czech Republic and Tallinn University made presentations on their first test runs of the courses. Experiences were shared, commented and discussed. The conclusions and good ideas were:

- Overall a good planning as it is now. None of the evaluations have been really negative. On the contrary we have had very positive response on most aspects.
- Good idea to give students a small notebook to write their daily reflections in. Made a big difference to them. They used them.
- In Estonia groups were created. Every group had to pay specific attention to one of the senses: seeing, hearing, smelling etc. They made group reflections every night.
- Daily reflections upon the experience in the light of one sense, e.g. taste.
- Important to be very explicit when explaining to the students before they arrive to the course what they need to bring. For example it is necessary to explain in details what clothes etc. they will need.
- Important to be very explicit in the purpose of the activities before the activity and during the reflections (WHY and also HOW to use this in practise).
- Important with time enough for reflections (for example to relate the experiences to the curriculum).
- A good idea to use language students from your own institution for translating whenever there is a problem in understanding.
- Latvian evaluation method or help to the form – to let the students make a poster of every day and start the evaluation from these posters.
- Good idea to invite ”green” politician as a lecturer.
- The sleepover should not be placed to early or to late in the course. The best days are: day 2, 3 or 4. Each student could bring a particular snack from their country to share. This gives an opportunity to discuss different cultures.
- The students had some difficulties understanding and filling out the evaluation forms. They have however already been changed and the group decided that it is now okay. This will be discussed after the international test runs again.
- The Swedish test run did not show great difference in the students 1st and the 2nd evaluation whereas the Danish one had a lot of differences.
- The students need quite a lot of time to reflect and to evaluate.
- Both Denmark and Sweden experienced that students remarked that the best practise examples seems to be more directed towards young pupils and not the older classes. Maybe we should use more time explaining how to use the examples for younger and elder pupils. Be expressive about how the exercises can be changed and then used in other contexts.
- Reflected log is a good idea – everybody agreed on this.
- Latvia did not have problems recruiting students like the rest of the countries have had. One of the reasons might be that they placed the course as part of the students practise (3 ECTS).
- We need to spend more time explaining what the purpose of the exercise is.
- Discussion of how to do the courses without spending too much money. The budget is so limited for this. Use the nearby environment, the landscape around you. Walk instead of spending money on renting bicycles or a bus.



Sixth meeting in Estonia, Compilation of evaluations and sharing experiences of the 2nd test runs

Participants:

Mikk Sarv, EE
Leida Talts, EE
Arne Jordet, NO
Dusan Bartunek, CZ
Eva Kätting, SE
Sanita Magdalena, LV
Jannie Hesselbjerg, DK
Karen Barfod, DK

1. The 2nd test runs

We carefully went through all test runs one by one, discussing common and local problems as they showed up. There were some main comments to all of the courses, as described beneath.

Conclusions of Latvian international test run:

Have one day free between the foundation course and the subject course. Program was too intense! This were mentioned several times by several students

Not really any language problems, students and teachers were good in English. Only one teacher was not very good in English and she brought her son to translate and Sanita was also there to assist.

Latvia used a whole day for reflection. Very good idea! They really liked it.

Conclusions of Estonian test run:

Information about the demands of the course (clothes, English) must be send to the students before the course so they are prepared

Lecturers and to some extend students must speak proper English

Information and intentions of the Course and activities must be very clear beforehand

Only minor changes in the program after arrival can be accepted

There must be a clear red thread and a clear leader or two teachers following the course

The criticism can be because:

Different school traditions – the Scandinavian students are used to be very critical

Changing the program during the course make the students frustrated and gives problems according to their expectations.

Students have to learn that cityscape is also a place to learn

The student's willingness to learn can be less when the programs change and not understanding what is happening

Arne: What is the reason for the student criticism?:

Norwegian student said: to many experts involved in teaching – difficult for the students to discover the red thread in the course.

They also needed explanation: Why do we do what we are doing – e.g. the students miss the red line in the course. Maybe they should know before what the aims are (Mikk called this “preflections” which is a new and very useful word in the English vocabulary).

The course became to fragmented – ideal: one or two persons all day

Sweden: Somebody has to be there all of the time.

Conclusions of Danish test run:

Good Courses with a lot of content

Accommodation was good

More theory (for instance more reading stuff)

More other subjects in subject course (art as a tool)

Necessary with BOTH a course leader that follows the group the whole time and the specific lecturers

Things to be developed:

More activities for older children (14+)

Language problems – some students had difficulties with the English language: “English test? Before the trip” (students suggested in their evaluation)

Proper clothing: students did not bring wet weather gear

Social activities and activities in the evenings is very important – not least when it is students of different nationalities

Student tasks – they could have more to do during the course (same expressed in Norway)

More theory (the same in Norway)

Eva from Sweden recommended using the Hammermann book, first 3 chapters. She did and the students were satisfied with the level of theory.

Conclusions on Swedish test run:

The book “Ronja, the Robber’s Daughter” was used in class – students would have liked to have the option to read it before they came to the course. Some of them did not have time enough to read it.

Evaluation:

Students were very content with the course

But many of the students didn’t learn a lot of new things, as they already had taken the Foundation course at home. E.g.: They misunderstood their task as evaluators of a TEST RUN; they were more concerned with their own learning process. You need to make sure that they understand this point well before they participate. The most useful sessions evaluated by the students were the school visits and the practical lessons.

Conclusions on Norwegian test run:

Very important point for the test runs: A discussion about if experts in different subjects and outdoor learning should be taken in for the foundation course. But there was agreement that the main purpose of the foundation course is a general understanding of outdoor

learning. They learn the principles in outdoor learning: Communication, cooperation, using their body. It is in the subject course that they need to have specific subject experts. In foundation course they need to be experts in outdoor learning. NOT in a specific subject.

Discussion about the age group. Are the exercises too difficult for young pupils? Actually it is a very large group to make exercises for but a good idea would be to write in the exercises how you can adapt them to different age groups.

National test runs: Main impression: All participants were very satisfied with the course.

Next meeting: who should actually use the manual? Is it for the students? Or for who?

International test run: they **did not like the indoor lesson at all**. (Eva said it was the same for the international students in Sweden). It was mostly because of the language problem - not really able to do the dialogical approach. The national students were very satisfied with the indoor lesson.

The students think that there is a good balance between theory and practice. But all of the experts agree that there is not enough theory in the course. A theoretical text should be connected to the best practise examples. **SO WE NEED MORE THEORY IN THE MANUAL!!!**

Interesting experience for both teachers and students. General impression is that. Morten needs a critical voice, another person nearby to be critical towards his lesson.

One problem: not enough time to talk through what they have done. **TOO MANY ACTIVITIES!!!!** The day was too intense! So less activities and more time to reflect! Maybe a good idea to meet at night so they can talk informally during the night: But what about economy? And can we make the teachers come back at night: Dusan: solution: you need a course leader that follows you all during the course. Is this possible economically??

Student evaluation - the international test run, Norway:

Most of the students had experience with outdoor learning before they came, so for them the level of the Foundation Course was too low.

Expectations: the students want to learn and have practical experience

These expectations has been met to some extent

Maybe too much running from one activity to another and not enough time for reflection

Conclusions on Czech test run:

Two of the students that attended courses in the other countries helped Dusan with the course.

Some students from Spain attended the subject course too – it was a good experience teaching a bigger group

Good: going by bike through the city,

A whole day in the city (Prague), Made a game: history and geography. Visited places, transportation, orienteering with maps, like a relay/, Very good experience.

We have to think about: the courses are held in different places. Here you have the big city, in Nr. Nissum and Elverum it is more difficult to do exactly this way. This was a good exercise in the city! Maybe you can work with it and change it a bit for the countryside?

The slide show from CZ – nice for the web site and for the platform. Dusan said okay.

Fairytales and legends from CZ. They made drama showing these at night.

Good to visit the Pottery factory

Health information from students is needed: one of the students had asthma – quite important to know (for the biking for instance).

2. General information and conclusions

Remember to ask the students for health information before attending the courses.

Foundation Course – the intention is to focus on **principles**, not on subjects. The challenge on the Foundation course is to find the right activities to illustrate the PRINCIPLES of Outdoor learning (using their bodies, communication, drama, etc)

We need also activities for older children as examples

Subject Course: Some analyzes of the activities from the National Curriculum would be a good idea. That the students analyze the activities relating to their OWN national Curriculum.

Doing this as a summer course would mean that it is not possible to make a school visit. This was a very highly rated activity by the students so that would be a shame to exclude. The lessons with children would also be difficult.

Evaluation shows, that many students have different opinions about what is good and what is least useful. It is connected very much to their former experience in the field. They misunderstood their task as evaluators of the Course – they only evaluate their OWN experience, not the course as a whole.

The indoor lessons at the international course were low rated (maybe language problems? Maybe the time of the course?)

Maybe too much running from one activity to another in some of the courses, and not enough time for reflection – having a course leader following the students all the time would give room for this.

A booklet for all students - for instance with reflection tools glued inside could be helpful.

Best practice – we have so many best practises, but please: WRITE THEM DOWN! Also small activities

There must be a Course Leader that is visible and have to be there most of the time (was missing in Estonia). Sweden: problem with rules and “rest time”. So: we start together, we finish together and we obey the rules.

Reflection models must be the same

The lecturers and the teachers of the courses MUST be good in English, things get “lost in translation”. This must be a demand for the Courses

Texts and literature:

More texts could make a better link between theory and practise, we propose:

Dahlgren book

Arne’s article from the manual

First 3 chapters of the Hammermann book

International evening:

International evening, were all the students bring something from their homeland is a very good idea. That is: Before they come, the students should know that they should bring something from their own country to an “International evening”.

Tiredness:

The students get very tired during the week, they fell asleep early and were too tired to really profit from the last days of the course.

Maybe the Comenius Course should have one day off in the middle of the course – eventually spending the time preparing themselves for the next day. One way of doing it could be to arrange a day with a lighter program. Or maybe a day in between the first and the second week

Time of the year:

September is the best month because of the weather.

Conclusions

Information about the demands of the course (proper clothes, English language) must be sent to the students before the course

Lecturers and to some extent students must speak proper English

Information and intentions of the Course and activities must be very clear before starting the course

More literature should be used

Only minor changes in the program after arrival can be accepted

There must be a clear red thread and a clear leader or two teachers following the course

Attachment 5: example of original working papers from Denmark



Sokrates
Comenius

**Students' 1st Evaluation of the 1st Test run – Foundation Course
Project OUTLiNES –
Outdoor Learning in Elementary School –
from Grass root to Curriculum in Teacher Education**

Experts' remarks:

The students generally feel and explain a great satisfaction with this course. They especially points towards:

- The connection between theory and practise, that they actually DO things themselves
- The sleep over in nature
- They now all feel comfortable in using the landscape as a learning environment
- The intensity

What could be developed is:

- More time for reflection

This course would, as is the intention, be enriched by students actually living together during the course.

**Evaluation Form
Student evaluation of the 1st Test run of the Foundation Course
Project OUTLiNES**

Please keep in mind that YOUR opinion and recommendations are essential to this project and its development, so please take your time to think it through and answer all the questions carefully. We need your help to make the course even better.

Monday	Tuesday	Wednesday	Thursday	Friday
Introduction	School visit	Drama, Storytelling, Open/closed tasks	Sleep over in nature	OL in Urban Surroundings
Theory about Outdoor learning		Visiting factory	Visit of ranger Trip to the lake	
Practical tasks,	Teachers role,			Students trail

- Were any elements missing from the course?
- *Time !*
- *Debate, fantasy, more facts about nature, eventually in paper form.*
- *It is a good idea if you hand copies of the overheads out, because you have to write down so much during the lessons – gives more attention in the learning situation*
- *Nothing*
- *I missed things for the pupils in older grades – it cant be impossible to make outdoor education with them..*
- *Time to absorption, but I have felt “High” after every day and my motivation for the next day has been in top*
- *No, nothing of the scheduled missed. Urban surroundings was only in theory, but nothing else missed*

4. Learning effects

 XXXXX XX
1 2 3 4 5

I didn't get to read so much as I intended to do

- What did you learn during the course? Keeping 3 criteria from “Aims” in mind: experience, knowledge of, insight in?
 - *That children learn by many ways. That the cross-curricular component is important. That you learn better if you can see things in their context*
 - *That nature is a good frame for education. Knowledge builds on action – not to be scared to DO it*
 - *The importance of a coherently education. Got my “Outdoor learning” concept extended.*
 - *To feel the meaning of movement in the learning process by yourself*
 - *As teacher I have learned how important outdoor learning is, in relation to the pupils different learning styles and movement/exercise in the subjects. It is an exciting thought that a school had all lessons outside, if they were not better inside. “Better less than more” and “present things nice”*
 - *Many ways of learning – the use of all senses as tool in the learning process*
 - *I got insight in principles of outdoor learning and working methods (theory). Trying the different things (killing fish, be alone in the dark) I got experience*
-
- Do you now feel more comfortable using the landscape as a learning environment?
 - **YES !**
 - *Yes*
 - *The course has given me “blood on the teeth” and I have got courage and desire to work more in this field.*
 - *Yes !*
 - *Yes*
 - *Yes, sure*
 - *Yes, indeed*
 - *Yes, I have found many possibilities that I wouldn't even dream of using before the course.*

6. Please add any other comments here

- *This Course should be compulsory for all teacher students. It would be an “eyeopener” for everybody*
- *A little tired of all the foreign literature. Would like if all participants were living at the place. Use of resourcepersons is genius.*
- *It has been a very inspiring course with high level. The planning has been in top and there has been many exciting angles in the programme..*
- *That Karen has been around, also when other teachers had lessons, has meant a lot for the coherence and our learning process*
- *Good to go by bicycle, to walk, to feel, to listen, to try. Its hard to explain, but I feel enriched. It has given me inclination to change and develop ... yes, it has been SO good.*
- *Good course, which should be compulsory. All teachers could use elements from it.*
- *Always good to get into nature for strengthens and train the motor coordination.*
- *It is a very intensive course, and there misses time to do the tasks. Many has a long transportation, so time for tasks is missing.*

Thank you for helping us developing an even better course



Sokrates
Comenius

Students' 3+delta Evaluation of the 1st Test run – Foundation Course and Subject Course

Denmark, 2007

Project OUTLiNES – Outdoor Learning in Elementary School – from Grass root to Curriculum in Teacher Education

This evaluation was carried out at the last day of the subject course, and evaluated both testrun weeks.

Each student wrote 3 things that was good with the course, and one that needs refinement, on yellow “post it” slips.

After that, there was a brief common discussion.

3 good things:

- Learning to use the outdoor room in education with concrete examples
- Community and co-operation
- Theory and practise

- To have many different teachers with different competences
- Intensivity instead of divided
- That the participants (students) have many different competences

- Challenge
- Co-operation
- Content

- That the course was so intense
- That theory and practise was so nice fittet together
- That we were challenged

- That children learn in many ways
- Nice to learn things the same way as we have to educate
- GENERALLY GOOD

- The importance of excursions and use of resource persons

- More education methods
- Focus on the “different”
- To go beyond own borders
- To be in a good team
- Learnt a lot – theory – practical – subject oriented

Deltas (what could be refined):

- To less time, the course needs time for gather together
- That the course should be placed a week before (eg in the summerholyday) so that it wont collide with other activities
- To get time for everything in a good way
- TIME to less time for reflection
- Some places there was to less connection between theory and practise
- Better coordination – get the students together

Common discussion :

After the discussion with the students, we agreed in these most important conclusions:

There was to less time for reflection – the reflection scheme should be used more together in the group and together with the lecturer.

But – it was also very nice and good with the intense course.

Could it be a Summer Course ?

Important is :

- The intense course
- Many resource persons
- Co-operation
- Nice with one experts following the whole course (red line)
- challenges



Sokrates
Comenius

Students' 2nd Evaluation of the 1st Test run – Foundation Course, after 6 weeks
Project OUTLiNES –
Denmark
Outdoor Learning in Elementary School –
from Grass root to Curriculum in Teacher Education

The second test where done 6 weeks after the course finished.

The students had the scheme send by mail, with a letter, saying thank you for the course and reminding them, that they wouldn't get the course certificate unless they delivered the sceme. All students answered.

There were several interesting point differing from the first evaluation:

1. The answers was much longer, they did write a lot more words than the first evaluation.
2. The students didnt complain as much as before about to less time to reflect in
3. The answers was generally more positive than in the first evaluation

Trying to analyze this, it could be:

1. Sitting home, writing at your own pc and whenever you like it means that you write more. Maybe the students was also less tired.
2. The students have had time to let all the impressions "settle", and the after-course reflection time has meant a lot for them. They have also done the "small written task" in between, and maybe these reflections, connected to the written task, has meant something for their reflection process.
3. Even than the answers in the first evaluation was very positive, they were even happier with the course after 6 weeks. Maybe returning to regular "Chair-based" education at the university makes the activity during the outdoor learning course stand in a bright light for the students.

Concluding in this:

1. The evaluations should be filled out at home
2. The "short written task" provides better reflections
3. This course really makes a difference for the students

January 2008, Karen Barfod

Attachment 6: example of original evaluation from one student, international (second) test run in Denmark (Swedish student)



Sokrates
Comenius

**Students' 2nd Evaluation of the 2nd Test run
Project OUTLiNES –
Outdoor Learning in Elementary School –
from Grass root to Curriculum in Teacher Education**

The Aim of the evaluation is to develop and refine the Foundation Course in Outdoor Learning as a part of the European project “OUTLiNES”.

Several steps of evaluation and refinement of the Course will be taken during and after the 2. test run:

Second test run

- Foundation Course, second test run, daily reflections
- Second test run, students' first evaluation
- Second test run, lecturers' evaluation
- Second test run, students' second evaluation (after 6-8 weeks)
- Second refinement of the Foundation Course

The students' will participate in the following parts of the evaluation:

- Daily reflections
- Filling out an evaluation form immediately after the test run
- Filling out an evaluation form app 4 weeks after the test run (by e-mail). This will be sent together with a “short written task”.

Please answer the evaluation form keeping the following in your mind:

Did you get experience...?

Did you get knowledge of...?

Did you get insight in...?

Evaluation Form

Students 2nd evaluation of the 2nd Test run

Project OUTLiNES

Please keep in mind that YOUR opinion and recommendations are essential to this project and its development, so please take your time to think it through and answer all the questions carefully. We need your help to make the course even better.

Instructions to filling out the form:

Please answer every question with a written answer **and also** with a cross in the box with numbers.

The scale goes from 1 – 5 where:

A number 5 means: Very well

A number 1 means: Very bad

2. Have your expectations been met?

No Yes

1 2 3 4 5

Why ?

At first, I didn't quite know what to expect. After the first week, I did have expectations for the subject course. I think I thought that the art would be more combined with reflections in group about how to use it in daily work, and also how to combine art with other school subjects as language or maths.

2. How did you experience the workload of the Course as a whole?

Too less Appropriate Too much

1 2 3 4 5 4 3 2 1

There was a lot to do, in little time. But it was good! We got a lot of experiences. Important to get the time between the different things and projects, to be able to go into the classroom, in group go through what we had done, and write in the logbooks.

Cooking mushrooms session should have been in the morning instead of in the afternoon, and maybe not the same day as city excursion. It could have been nice to get some more time in the afternoon after visiting the town, to be able to discover another town i Denmark as part of the trip was visiting another country and culture, which could be seen as outdoor learning.

- Literature?

- Practice?

- Enough time for reflection / absorption?
- Enough discussions?

Timetable

Bad				X	Good
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	

- Which session(s) did you find **most** useful?

Why?

The visit to the school the first week, when we could see teachers working outdoors and seeing different teacher styles. Also interesting to see a small Danish school!

Trying language and maths outdoors was also good, plus to write about it in the log book. I got very fond of the A B C- practise where we had to find items to match each letter in the alphabet. It's interesting how that got us to work, think and be creative. It's also nice that yo can use it to discover grammar etc.

Visiting a town and an art museum was good, but I would have liked to make the visit longer, so that we could have gotten more time to walk around in the town, drawing and discovering the architecture, maybe it would have been good to walk around in group, to stop at certain places and draw together.

- Which session(s) did you find **least** useful?

Why?

- Were any elements missing from the course?

I would have liked to see more about fotography and how to make good documentation for portfolios etc. At the museum we learned a little about how to make "comments about art" with foto. It would have been interesting to make a longer session about this, maybe removing some other element (i'm not sure which) .

In the art and handcraft class, it could also have been nice to make a big "collage" about the course. This could have been a way of using art to reflect upon our experiences and present what we learned. For me, the log book became a kind of "art-work". Maybe it could be a nice idea to use this and make some sort of exposition about the course, this way combining art with outdoor learning. But maybe a project like that would be too much indoor-working.

4. Learning effects	low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	high
		1	2	3	4	5		

- What did you learn during the course? Keeping the 3 criteria from "Aims" in mind: experience, knowledge of, insight in?

I got insight in how you can use all senses and be less abstract in learning.

- Do you now feel more comfortable using the landscape as a learning environment?

yes

6. Please add any other comments here

I heard saying that next year there would be no students from the host country. I think that this would be a pity, because if you visit a country you want to know more about it. Thanks to the Danish students, we could discuss similarities and differences between our country and Denmark. It was important that they were in the group, they gave us deeper insight in what Denmark is like. If we had had only a "Danish evening" for example, I think it would have been hard to enter the same discussions about education and so on. Being members of the same group made it easier to connect, in one night we would not have had time to do that.

Another important thing is that there were difficulties in communication, some of the students seemed to have very poor English understanding and this made it hard to have deep discussions. Of course, it is also interesting to see that you can make friends and have fun even though verbal communication is difficult, but sometimes i think that the problem with the language led to misunderstandings and maybe frustration at occasions.

Thank you for helping us developing an even better course



Sokrates
Comenius

Compiled Student evaluation of the 2nd Test run of the Foundation Course and Subject Course in Latvia Project OUTLiNES

The scale goes from 1 – 5 where:

A number 5 means: Very well

A number 1 means: Very bad

1. Why did you apply for this Course?

Wanted to learn something else then we do in my country.

To see different cultures, to learn more about music education in Latvia.

Have new friends.

To gain new experience.

To learn some “fresh” ideas how to teach.

To do something interesting.

To learn something more, to get extra knowledge about Outdoor education, music and teaching.

I did not have knowledge and experience with outdoor education and I wanted to get to know it.

I wanted to know how to combine outdoor education and music.

2. Have your expectations been met?

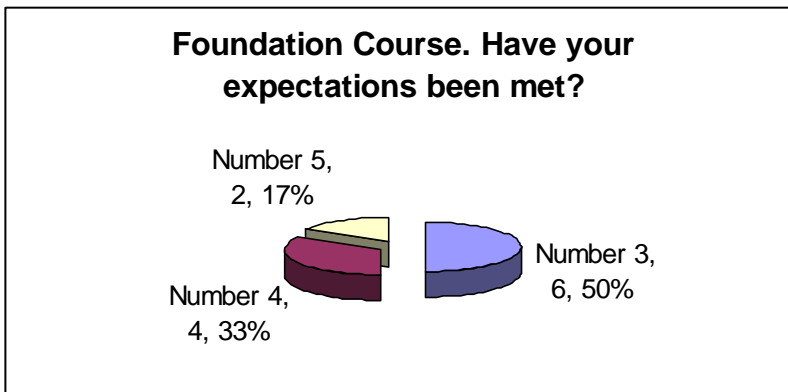
No

		6	4	2
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 Yes

Foundation Course

1 2 3 4 5



Why?

I thought it would be more music, but I was surprised that we had so much outdoor. I am now positive surprised about that I experienced Latvian music.

I learned many new things and I met interesting people.

I got some new ideas, but not all of them were connected with my speciality, so I could not use all of them.

It was good but maybe something was missing for my heart to be completely happy.

My expectations were met.

I have learned a lot of ideas how to teach in nature.

I have experience with working in outdoor environment so I did not gain very much completely new ideas.

I have seen how pre-school in Latvia use games and music to learn and use it in everyday life.

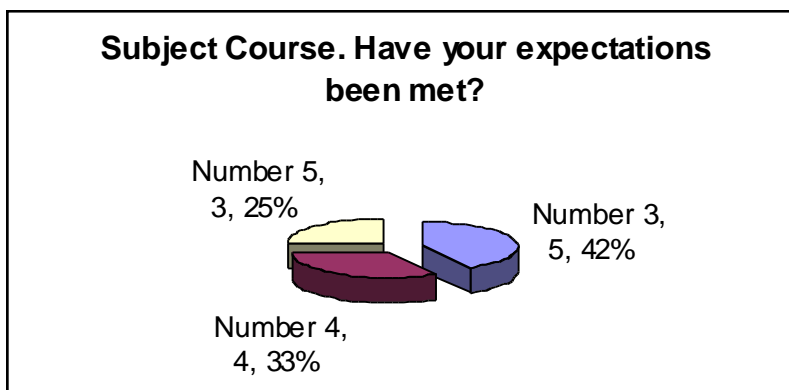
I would love to have more examples of “small” activities to use in school – more “small” exercises in one day, now it was a little bit more of “big” activities.

2. Have your expectations been met?
Subject Course

No

		5	4	3
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 Yes
 1 2 3 4 5



Why ?

- I learned dances, songs, making instruments. What I miss is - how to use the experience I got from bicycle trip.*
- I learned many new things and I met interesting people.*
- I got new interesting ideas how to teach and it's not just about my speciality.*
- My expectations were met.*
- I have experience with working in outdoor environment but I got new ideas (with music).*
- I wanted to learn more about using music outdoors and I did.*
- I was a little surprised because school told me that all of the students will be music students and everything is going to be about music.*
- Maybe it was too much to concentrate on folklore (dances, masks, instruments). I enjoyed it but still it was too much I think.*

Expert and lecturer comment: we have to balance the content for national students and foreign students, because not everything is usable for all of them – folklore etc. We have to work more on concrete examples for different age of pupils.

3. How did you experience:

3.1. the workload of the Course as a whole?

Too less

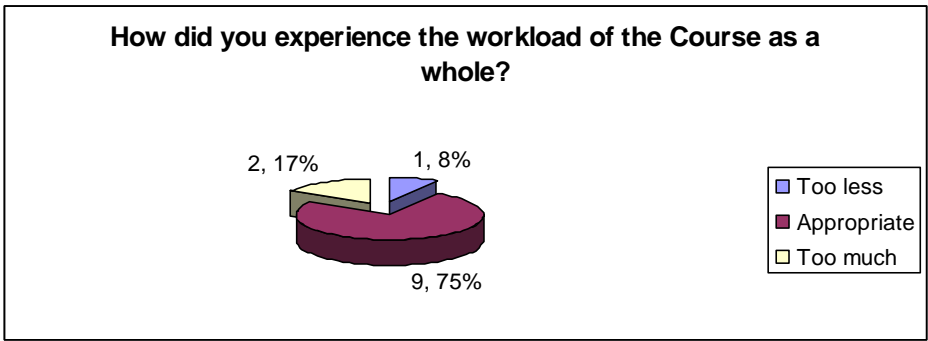
		1		5	4	2		
1	2	3	4	5	4	3	2	1

Appropriate

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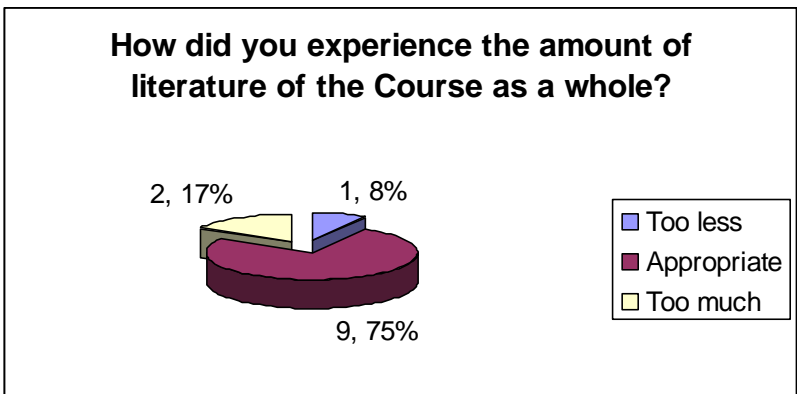
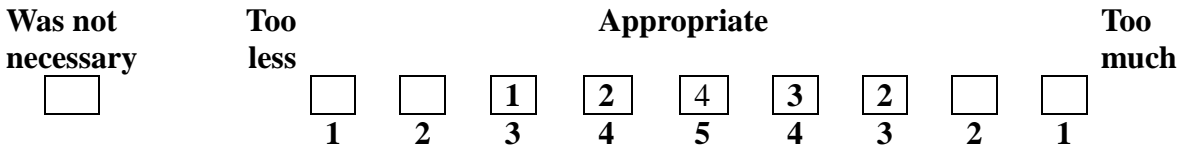
 Too much

It would have been fun to have some more free time to see Latvia on our own.



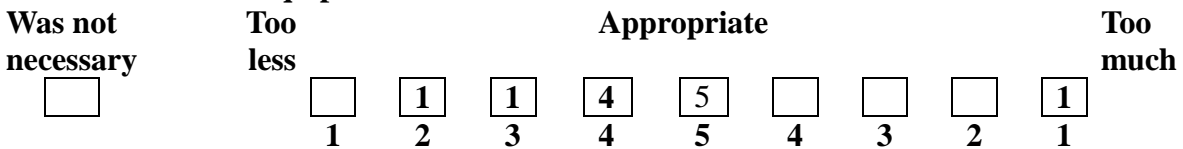
Expert and lecturer comment: It has to be discussed to extend the length of the course to have one extra day free in between the foundation course and subject course. It is too intensive for students to “stay” in that rhythm of the course for 10 days.

3.2. Literature



Expert and lecturer comment: this is the question where we could find the difference between the 1st evaluation and the 2nd one – when students came home to prepare the short written task where they were asked to base their opinion on some theories – they realised that they miss some information and they need more theoretical materials to complete the task. If we compare to national test-run – there were just few resources available in our library of Academy on subject “outdoor education”, now we have bought more books on this theme.

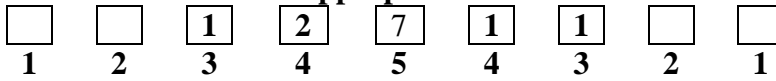
3.3. Materials and equipment?



Sleeping bags...

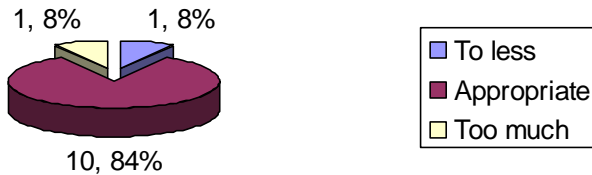
3.5. Enough time for reflection / absorption?

Too less



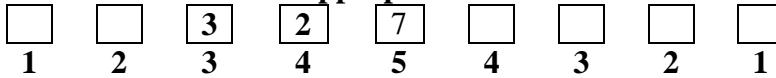
Too much

Was there enough time for reflection / absorption?



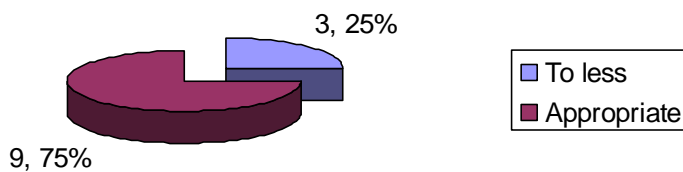
3.6. Enough discussions?

Too less



Too much

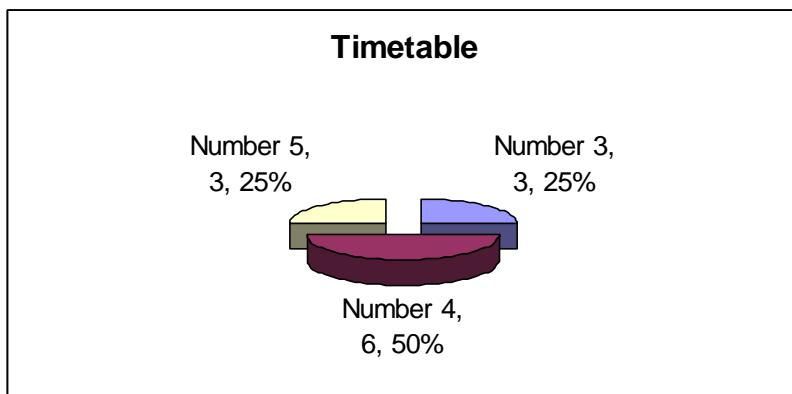
Was there enough time for discussions?



Expert and lecturer comment: we agree on that it is always good to spend more time on discussions in pairs and groups, so we are satisfied to spend last day of the course on specifically organised activities to “open up” students for reflection.

4. **Timetable** – see the timetable above















Expert and lecturer comment: if we compare to national test-run: results are better for international test-run. The reason is – students who were participating in international course were more oriented for this course as some extra-ordinary experience – as a project with its own “life”, but for national test-run the course was included as a part of study process. Students who were having other kind of activities during those 2 weeks and were forced to give –up their everyday’s plans (choir attending, orchestra rehearsal etc.). And the other reason is: we did some good changes for planning after first experience on national test-run.

4.1. Which session(s) did you find **most** useful (see timetable)?

Foundation Course

Monday, 27.10.08	Tuesday, 28.10.08	Wednesday, 29.10.08	Thursday, 30.10.08	Friday, 31.10.08
Introduction Start-up	Rooms in outdoor learning. Visiting a Zoo - 1 	School visit*	Morning exercises	Rooms in outdoor learning: cultural institutions. Visiting churches - 1 
„Ice-breakers” - 1 	Reflection and logs. Work on Diary	Going on trip by bicycles - 4 	Visiting Sigulda. Activities outdoors in nearby environment - 5 	Organ music at church festivities. Playing organ - 2 
Outdoor learning. Theory in practice. Indoor lecture + “Building the Team” activities - 1	Folk dance evening. Live folk music. Learning to dance folk dances - 3	Settlement, sleepover Story time, presenting country, songs to get asleep, etc. Exercises to use senses in darkness.	Reflection and logs.	Work on Diary. Reflection sheets – summing up.

			Visiting Mežakakis Adventure Park. Climbing, creeping, sneaking, balancing etc. - 4	
Reflection and logs. Work on Diary		Reflection and logs Work on Diary		

* Put into practice on 03.11.2008 because of the holidays at schools in Latvia

Why?

Adventure park – 4 (to use the body)

Ride by bicycle to Sigulda - because we learned how to be a team, I like travelling - 4

National dances, because I could use it in practice - 3,

Songs, because I could use it in practice.

Visiting churches - 1

Playing organ - 2

Doing activities in nature in Sigulda - 5

Music sessions, because I am going to be a music teacher.

“Ice- breakers” and “Building a team” activities – because it was useful to get to know each other.






It was a good way to do it.

Visiting Zoo with activities (methodology).

Expert and lecturer comment: we think this is a good result to see that all of the most basic activities included in the content of the foundation course were appreciated by students. It is interesting that there are always activities that some of the participants count as the most useful and some students – the least useful – as it is happened with the bicycle trip. But we agree that this is a part that depends so much on the weather that it is better to adapt it for the participants that are not so well prepared physically.

Subject Course

Saturday, 01.11.08	Sunday, 02.11.08	Monday, 03.11.08	Tuesday, 04.11.08	Wednesday, 05.11.08
Visiting Museum of Music instruments. Watching a video film - 1 	House for Children. Let's sing songs and play games for St.Martin's day Celebration - 1	Visiting Pre-school education institution - 1  Rehearsal for St.Martin's day Celebration	Playing out St.Martin's day Celebration, integrating traditional and modern aspects (Plays, games, songs, accompanied with self-made music instruments, food, etc.) - 2	Organised activities promoting reflection, self-evaluation

<p>Traditional folk music as pedagogical instrument in the context of Outdoor Education. Theory + doing folk songs and dances - 2</p> 	<p>Making the Scenario for St.Martin's day Celebration Methodology for 6-12 years old pupils - 2</p> 	<p>Preparing masks, costumes for St.Martin's celebration - 2</p> 		<p>Reflection. Self-Evaluation. Summing-up. Conclusions. Evaluation sheets to evaluate the subject course</p>
<p>Traditional folk music and popular music. Cross-points. Theory + doing jazz improvisations and rhythmical exercises - 3</p>	<p>Making music instruments. Combining experience gained on Saturday with freshly made music instruments 5</p> 	<p>Reflection and logs Work on Diary</p>	<p>Reflection and logs</p>	
<p>Reflection and logs. Work on Diary</p>	<p>Reflection and logs. Work on Diary</p>			

Why?

Games, dancing, folklore - 2

Making instruments. It was a really personal exercise which I think is usable to make pupils more interested in music and instruments – 5

Combining things we learned before – playing out St.Martin's day - 2

Doing Jazz improvisation – 3

Museum of instruments

“House of children” – because this is something useful for music teacher to know about.

Making masks, instruments, because I can work individually, groups and pairs - 2

Visiting school – it is always useful.

4.2. Which session(s) did you find **least** useful (see timetable)?

Monday, 27.10.08	Tuesday, 28.10.08	Wednesday, 29.10.08	Thursday, 30.10.08	Friday, 31.10.08
Introduction Start-up	Rooms in outdoor learning. Visiting a Zoo.	School visit*	Morning exercises	Rooms in outdoor learning: cultural institutions. Visiting churches Work with map - 4
„Ice-breakers”	Reflection and logs. Work on Diary	Going on trip by bicycles 5	Visiting Sigulda. Activities outdoors in nearby environment in pairs	Organ music at church festivities. Playing organ.
Outdoor learning. Theory in practice. Indoor lecture 1 + “Building the Team” activities.	Folk dance evening. Live folk music. Learning to dance folk dances	Settlement, sleepover Story time, presenting country, songs to get asleep, etc. Exercises to use senses in darkness.	Reflection and logs.	Work on Diary. Reflection sheets – summing up.
Reflection and logs. Work on Diary		Reflection and logs Work on Diary	Visiting Mežakaķis Adventure Park. Climbing, creeping, sneaking, balancing etc.	

Why?

Bicycle to Sigulda, too far because we did not have enough time to explore Sigulda – 5

Theory on Outdoor learning

Churches. I learned to use the map but I would like to have a guide to tell about different religions.

I have visited those churches before therefore it was a bit boring for me - 4

Expert and lecturer comment: And we still see that it is important to spend more time on explaining the purpose and the usefulness of concrete activities. If it is not done enough some of very good and useful activities remain misunderstood or undervalued. And we have to take into account that some activities are interesting and “new” for international students but some are too easy or boring for national students. So – we have to differentiate the level of difficulty of the task for each individual.

Saturday, 01.11.08	Sunday, 02.11.08	Monday, 03.11.08	Tuesday, 04.11.08	Wednesday, 05.11.08
Visiting Museum of Music instruments. Watching a video film 3	House for Children. Let’s sing songs and play games for St.Martin’s day Celebration	Visiting Pre-school education institution. Rehearsal for St.Martin’s day Celebration 1	Playing out St.Martin’s day Celebration, integrating traditional and modern aspects (Plays, games, songs, accompanied with self-made music instruments, food, etc.) 1	Organised activities promoting reflection, self-evaluation
Traditional folk music as pedagogical instrument in the context of Outdoor Education. Theory + doing folk songs and dances 3	Making the Scenario for St.Martin’s day Celebration Methodology for 6-12 years old pupils	Preparing masks, costumes for St.Martin’s celebration 1		Reflection. Self-Evaluation. Summing-up. Conclusions. Evaluation sheets to evaluate the subject course
Traditional folk music and popular music. Cross-points.	Making music instruments. Combining experience	Reflection and logs Work on Diary	Reflection and logs	

Theory + doing jazz improvisations and rhythmical exercises 2	gained on Saturday with freshly made music instruments			
Reflection and logs. Work on Diary	Reflection and logs. Work on Diary			

Why?

I think that St Martins day was little too much. I think it is a good way to learn pupils about their tradition by building up excitement and then playing out the day. I think it was a little bit too much of Latvian folklore. I would have had more information from the other traditions to.

Nothing, this was a good week.

History, because I knew it all (about folklore) – 3

Visiting Museums - 3

Doing Jazz because I can't sing - 2

Too much rehearsals for St.Martin's day.

Preparing masks because I don't see how to use this in Music.

Playing out St. Martin's day because it was all about to repeat what we did before.

Expert and lecturer comment: that has to be taken into account – not to focus so much on quality of the result (e.g. rehearsals for St. Martin's day Celebration) but more on process – to introduce them to the principle. For the national test-run pupils were taking part in final Celebration of Easter festivity and students had to be ready to take responsibility to lead the pedagogical process but this was not the case for international test-run, so we could feel more relaxed and to enjoy the activity.

4.3. Were any elements missing from the course?

4.3.1. More practical examples: 6

4.3.2. Better weather: 12

4.3.3. Discussions (reflection) after each activity: 1

4.3.4. More time for activities in pairs / groups: 3

4.3.5. Nothing: 4

4.3.6. Other: *more physical activities, more info before we leave, a bit more practice how to make music with instruments made by ourselves*

5. Learning effects

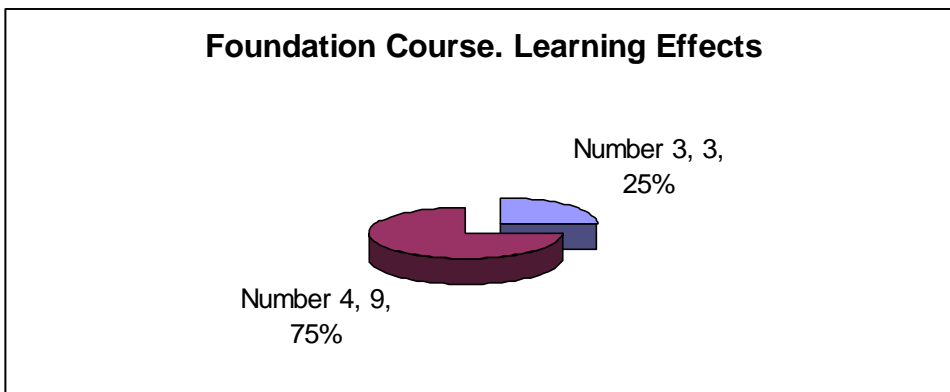
Foundation Course

Low

		3	9	
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 High

1 2 3 4 5



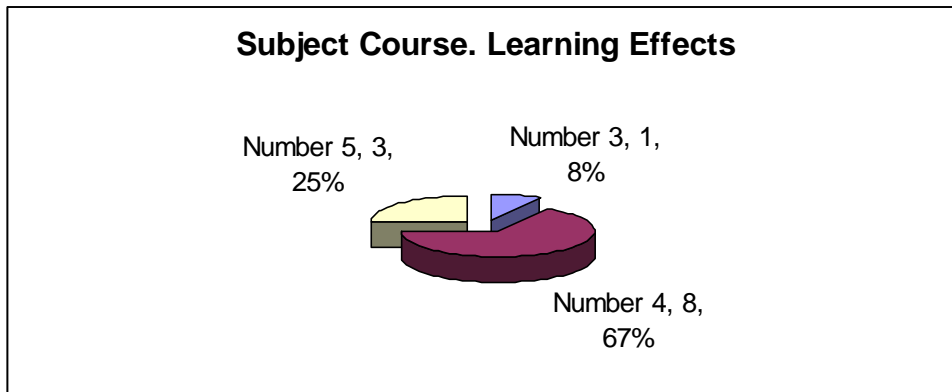
5. Learning effects
Subject Course

Low

		1	8	3
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 High

1 2 3 4 5



5.1. What did you learn during the course? Keeping 3 criteria from “Aims” in mind: experience, knowledge of, insight in?

To cooperate and work in international groups.

To dance and use folk music. I learned more about St. Martin's traditions.

I got to know about my physical abilities (condition).

I learned at Zoo about animal behaviour I did not know before.

I learned that I should take a chance and dare to do things I want to do.

I learned about different cultures and it is important for me.

I learned how to ride a bike.

I gained experience to communicate with people from different countries.

I learned how to integrate content of different kind of subjects.

I learned about new possibilities for learning using outdoor activities.

I learned that I have to study more about traditions and culture of my own country to work with children.

To use theory in practice.

Methodology of Outdoor education.°

That music and outdoor learning could be combined.

How to use body and mind.

How to use different study subjects using outdoor.

How to put theory in practice.

What to do in extreme conditions.

How to make a sound out of a wood.

I learned about jazz – sound.

About traditions here in Latvia.

To use more senses when learning, got to know my body by being more active physically.

I got experience with how different things e.g. churches can be useful when you learn your pupils. I have got knowledge of how to use different things in the environment to create a more practical learning. Visits to a church give much more than only read about a church. I have got Insight in how you can work with, and talk about many themes by using the outdoor environment. E.g. When visit a church you can talk about the theme history and of course religion. You can also work with mathematic by let the pupils looking for different shapes in the churches.

I refreshed my English.

5.2. Do you now feel more comfortable using the landscape as a learning environment?

Yes, but still I find it hard to do it as music teacher.

I could use the experience of making music instruments, to use churches and museums for teaching music theory and practice, so yes, I feel more comfortable.

Yes, but I would not like to do it when it is cold or raining so much.

Yes, and I think it will be hard for me NOT to use it!

Yes, this is a good experience.

Yes and I will use nature more in my teaching.

Yes, a little bit.

Yes and I think that landscape helps to explain some things more easily than during the lessons in classrooms.

Yes and I think that's easy way how to teach children something new using his/her head, heart and hands. 3H!!!

Yes and I will use it my teaching. Besides music also - sports, history etc.

Yes, now I have many examples of how to use different kind of environments in my teaching.

Yes, because I have more theory to rely on and also some practical exercises to use for outdoor learning.

I feel much more comfortable but I have still more to learn. But I have got a lot of good examples I am going to use in the future.

6. Please add any other comments here

I love this project and I am sad it's over.

It was a very good course and I hope others will get the same chance to participate.

We have to think more about safety when cycling.

Students taking part in this course should be with at least some pedagogical experience

Idea about that kind of course is great!

It was a good experience but I also got very tired.

Maybe cycling for such a long way is not necessary.

Although I came to learn more about teaching music, I learned more useful things to do in everyday life.

I think this was a good course and it was useful for me.

I did not have enough information early enough before I came here so I was not well prepared (clothes etc.), but still course was very useful for me and I learned a lot.

I liked this course but the communication before this course was not good enough, it came too late.

Expert and lecturer comment: we conclude that students gained experience that develops them as personalities and also as teachers. They admit that they have obtained new ideas, discovered new possibilities and options to develop the better non-traditional ways to work with pupils to help them to become many-sided personalities.