

Perspectives of pre-service and in-service teachers and teacher educators towards out-of-school learning

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Abstract

Although Out-of-School Learning/Education is considered an active approach to learning Science for students (Şen, A. İ. et al., 2021), the teachers still represent its irreplaceable management and organizational component. Considering many discussions and unofficial statements of several Slovak stakeholders reflecting on the educational trends in out-of-school learning in recent years, we decided to map and examine the opinions and attitudes of the teaching community regarding the effectiveness and applicability of learning outside the school in current Slovak educational conditions. The background for the study was an Erasmus+ project, where partners from Turkey, Slovakia, Czech Republic and Germany developed an out-of-school learning curriculum for teacher training study programmes (Şen, A. İ. et al., 2022). Regarding the aim of the study presented here, we created a research tool to address 3 types of respondents: (a) pre-service teachers, (b) in-service teachers and (c) teacher educators in answering questions belonging to the following topics: (i) the essence of understanding and the effectiveness of education in an out-of-school setting, (ii) interdisciplinary relations in out-of-school learning, (iii) the application of technology in out-of-school learning and (iv) feedback and evaluation in out-of-school education. The Slovak part of the research included 144 respondents: 82 pre-service teachers, 33 in-service teachers and 29 teacher educators (Skoršepa et al., 2022).

Acknowledgements

We acknowledge the Erasmus+ project 2019-1-TR01-KA203-074692 Developing an Out-of-School Learning Curriculum for Teacher Education Programs (DOSLECTEP).

References

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Keywords

out-of-school learning, in-service teacher, pre-service teacher, teacher educator