RECENT DISSERTATIONS

TRINE HYLLESTED, 2007

*When the teacher takes the school out of the school
an analysis of visits to nature centres and other out-of-school places with a focus on the purposes of the teachers and their
interactions with the students in relation to providing optimum conditions for the learning processes of the students.*

Department of Curriculum Research, School of Education, University of Århus, Denmark.

Abstract

This study investigates the use of out-of-school activities in science in Denmark. From a historical point of view the active, concrete and practical methods in contemporary pedagogical practises are not new. Based on works of Giddens and Bourdieu the study analyses the professional out-of-school centres as representing a new expertise. The teachers value the professional expertise and aim to give the students cognitive, affective, psychomotor and sociocultural experiences on the excursion. The preparation and follow up from the teachers before and after the out-of-school activity had significant impact on the learning process of the students.

The whole study concentrates on out-of-school activities involving a nature centre, as well as in public schools. It focuses on the views of the students and the views of the teachers. The empirical work is primarily based on qualitative interviews, however they are supplemented by a questionnaire.

Why do the teachers use out-of-school activities?

The teachers have an epistemological reason for taking the students out. They believe that a new place will enrich the students with a special experience and expertise. This special experience and expertise will become apparent in the meeting with the physical environment or the professional interpreters out there. This understanding is a social construction. The teachers also have a pedagogical purpose. They aim to give the students cognitive, affective, psychomotor and sociocultural experiences during the excursion.

How do the teachers support students' learning outside school ?

The three empirical studies as a whole show that the use of out-of-school activities back at the school was related to the way the teacher chooses to support the learning process. The questionnaire about the pedagogical use of the professional nature shows that half of the teachers did not use the visit to the nature centre as a part of the curriculum in their daily teaching. It was considered a one day experience. But the studies also find teachers who prepare their students and follow up on the excursions. They stimulate curiosity before, during and after the excursion. They act as resource providers and senior co-investigators. They help the students to articulate the learning process following the excursions.

The out-of-school activities provide learning stimulus, but the teacher is a key person in providing the learning conditions for the students, and the students are key persons in the learning processes.

Language: Danish with summary in English, ISBN: 978-87-7684-178-2

Contact: Klaus.og.trine@mail.dk

Download: [http://www.dpu.dk/Everest/Publications/Uddannelse/
Phx2Edx2Ex2Duddannelse/Afhandlinger/2007073114034/CurrentVersion/
Trine%20Hyllested.pdf](http://www.dpu.dk/Everest/Publications/Uddannelse/Phx2Edx2Ex2Duddannelse/Afhandlinger/2007073114034/CurrentVersion/Trine%20Hyllested.pdf)